SAMPLE QUESTION PAPER
ENGLISH CORE (Code No. 301)
CLASS-XII-(2024-25)

Time allowed: 3 Hrs. **Maximum Marks: 80**

General Instructions

Read the following instructions very carefully and strictly follow them:

i. This question paper has 13 questions. All questions are compulsory.
ii. This question paper contains three sections:
Section A: Reading Skills,
Section B: Creative Writing Skills
Section C: Literature.
iii. Attempt all questions based on specific instructions for each part. Write the correct question number and part thereof in your answer sheet.
iv. Separate instructions are given with each question/part, wherever necessary.
v. Adhere to the prescribed word limit while answering the questions.

SECTION A
READING SKILLS (22 marks)

1. Read the following passage carefully: **12**

(1) In a room filled with people, each face illuminated by the soft glow of their smartphones, moments drift away like autumn leaves in the wind. The constant hum of notifications fills the air, punctuating conversations like an incessant drumbeat. Every vibration or ping sends fingers flying to screens, a response ingrained by years of digital conditioning. The once-reliable tick-tock of analog timepieces has been overshadowed by the constant flicker of notifications on the wrist watch, blurring the boundaries between the virtual and the real.

(2) Anxiety gnaws at the edges of consciousness when the phone is out of reach, a phantom limb syndrome that leaves us feeling incomplete without our digital appendage. The fear of missing out permeates every moment spent away from the screen, driving us to constantly check for updates and notifications.

(3) Thumbs move with the speed and precision of skillful pianists, tapping out messages and scrolling through feeds with practiced ease. Yet amidst the flurry of activity, the true rhythm of life remains unheard, drowned out by the dissonance of digital noise. The weight of constant connectivity forms a hunch upon our shoulders, a physical manifestation of the burden we carry in an age of information overload. Our minds are perpetually on high alert, scanning for the next wave of excitement that comes with each like, share, or comment.

(4) And yet, for all our efforts to stay connected, we find ourselves increasingly isolated in a sea of digital faces. Genuine connections are fleeting, drowned out by the constant clamour for attention. In the pursuit of digital validation, we sacrifice the wealth of lived experience, trading meaningful moments for fleeting glimpses of connection. The true essence of life lies not in the pixels on a screen, but in the depth of human connection and the richness of shared experiences

(5) As we navigate this brave new world of constant connectivity, let us not forget the value of presence and the beauty of being fully engaged in the moments that matter most. For in the end, it is not the number of likes or followers that defines us, but the depth of our connections and the richness of our experiences that truly matter.

Created for Academic Usage / 421 words

Answer the following questions, based on the passage above.

I. According to paragraph 1, what effect do smartphone notifications have on the people in the room? 1

II. How does the author use the metaphor of 'autumn leaves in the wind' to interpret the passing of time in the setting described? 1

III Read and complete the following sentence suitably. 1
The phrase '*a phantom limb syndrome that leaves us feeling incomplete without our digital appendage'* suggests that just as an amputee might feel pain in a limb they no longer have, individuals can feel a sense of loss or incompleteness when they are separated from their digital devices.
Choose the correct response from the two options to complete the sentence.
The concern this analogy points towards is about _____.

A. a deep (psychological) dependence on technology for a sense of wholeness or connection
B. excessive physical damage that can be caused due to constant use of digital devices

IV Complete the following suitably with ONE advantage, with reference to paragraph 2.
Designating specific hours each day to intentionally avoid checking digital devices can help _____. 1

V Why does the writer refer to digital noise as 'dissonance' in paragraph 3? 1
Because-

A. It creates a jarring and chaotic environment that disrupts focus.
B. It contributes to a sense of overload, overwhelming the senses.
C. It interferes with our ability to engage with meaningful aspects of our life.
D. It induces stress by interrupting with regular updates about the device.

VI. Provide ONE textual evidence with reference to paragraph 3, to prove the following: 1
The need to be perpetually engaged with digital notifications manifests in the body.

VII. In the line, 'Yet amidst the flurry of activity, the true rhythm of life remains unheard…,' what does the phrase 'true rhythm of life' refer to? (Paragraphs 3-4) 2

VIII Complete the analogy with ONE word from paragraph 4. 1
whisper: quietly: _____: loudly

A. validation
B. fleeting
C. essence
D. clamour

IX Why is it fair to say that the statement 'And yet, for all our efforts to stay connected, we find ourselves increasingly isolated in a sea of digital faces' from paragraph 4, employs irony? 1

A. Despite the intent to connect more effectively, the result is the opposite.
B. The writer mocks the seriousness with which people approach digital connectivity.
C. The writer exaggerates the effects of digital connectivity to highlight its impact.
D. Use of 'a sea of digital faces' to symbolically represent digital platforms.

X Assess the potential challenges OR benefits of relying on survey outcomes for designing health interventions, as outlined in paragraph 5. 2

2. Read the following carefully. **10**

(1) Introduction:
In the hasty lifestyle of today's world, the choice of snacks can greatly impact one's health and well-being. This case study aims to analyse the preference for seasonal fruits compared to packaged snacks among different age groups and the implications for overall health.

(2) Methodology:
A survey was conducted among individuals across various age groups, ranging from children to seniors, to determine their snacking preferences. Participants were asked to indicate their preferred snack choices and provide reasons for their preferences. The data was then analysed to identify trends and patterns among different age demographics.

(3) Survey Examination:
The survey encompassed a comprehensive examination of snacking habits, including not only preferred snack choices but also delving into the underlying motivations and influences guiding these choices. Beyond mere preference, participants were encouraged to articulate the reasons behind their selections, providing invaluable insights into the multifaceted nature of snacking behavior.

(4) Results:
The survey results revealed interesting insights into snacking preferences among different age groups:

Age-group	%	Preferred snack	Reasons for preference
Children	77	Seasonal fruits	Taste, Health benefits, Parental guidance
Teenagers	65	Packaged snacks	Convenience, Taste, Peer influence
Young adults	52	seasonal fruits and packaged snacks	Transitional lifestyle(college, beginning careers, and establishing independence), Health consciousness, Convenience
Middle-aged	83	Seasonal fruits	Freshness, Nutrition, Health consciousness
Elderly	90	Seasonal fruits	Health benefits, Digestive ease

(5) Implications for Interventions:
By discerning the diverse preferences among different age groups, policymakers and health practitioners can tailor interventions to address specific demographic needs. For instance, targeting educational campaigns towards parents could empower them to instill healthy eating habits in their children from an early age. Concurrently, efforts to mitigate the

influence of advertising and peer pressure on teenagers could involve regulatory measures and educational initiatives aimed at promoting critical thinking and informed decision-making. Furthermore, the prominence of seasonal fruits as a preferred snack choice among middle-aged adults and senior's points towards the importance of promoting access to fresh produce and nutritional education across all age demographics.

(6) Conclusion:

The survey outcomes serve as a roadmap for designing targeted interventions that not only cater to diverse demographic needs but also nurture a culture of health and well-being. By harnessing the insights gleaned from this study, stakeholders can collaboratively work towards building healthier communities and promoting sustainable practices for generations to come.

Created for Academic Usage / 315 words

Answer the following questions, based on given passage.

I. Complete the following suitably. 1

In the introduction, the researcher links a hasty lifestyle with the choice of snacks in the study to highlight_____.

II. What would the following be classified as? 1

To examine snacking preferences across various age groups in detail, and assess health implications.

Select the appropriate response.

A. Primary purpose B. Secondary objective
C. Method of analysis D. Research outcome

III. Give **two** points to support why it is likely that fresh fruits were given as an option to the survey participants to choose from in the study on snacking preferences. 2

IV. Paragraph 3 includes words – 'motivations' and 'influences.' 1

Classify the following sentences as 'influence' or 'motivation':

Sentence 1: Peer pressure leads teenagers to prefer packaged snacks over healthier options.

Sentence 2: The drive to maintain health as one ages makes middle-aged adults to choose seasonal fruits.

V. **Read the following:** 1

Seema regularly enjoys snacking on chips and cool drinks while watching movies. Mohan, her neighbour, prefers to snack on oranges and also some nuts occasionally. Arindam, who lives across, often tends to eat a mix of carrot sticks and instant noodles, in between meals.

Select the option that identifies the correct demographic Seema, Mohan and Arindam belong to.

A. Seema – young adult; Mohan – teenager; Arindam -middle-age
B. Seema - teenager; Mohan – middle-age; Arindam -child
C. Seema – young adult; Mohan – child; Arindam - teenager
D. Seema - teenager; Mohan – elderly; Arindam -young adult

VI. Although children, middle-aged, and elderly groups all prefer seasonal fruits, why is the preference percentage highest among the elderly? 1

VII. Analyse how targeted interventions based on the diverse snacking preferences of different age groups can lead to improved health outcomes. (Paragraph 5) 2

VIII What is the ultimate goal for stakeholders, based on the insights from the study? 1

A. Increase profitability through enhanced snack marketing
B. Building healthier communities
C. Reducing the cost of healthcare services
D. Expanding the range of available snack product

SECTION B
CREATIVE WRITING SKILLS (18 marks)

3. Attempt **any one** of the two, (A) or (B), in about 50 words **1x4=4**

A. Your school is planning to conduct an inter-class seminar on the topic–The Importance of Mental Health–to create awareness in adolescents. As the head of the organising committee, write a notice to inform all students about the seminar and invite registrations from classes XI-XII. Include other necessary details. Put your notice in a box.

OR

B. Your school is organising an inter-House webinar on enhancing coding skills, As the President of the Computer Club, write a notice to inform all House members from IX-XII about the webinar and specify the number of registrations invited per House. Include other necessary details. Put your notice in a box.

4. Attempt **any one** of the two, (A) or (B), in about 50 words. **1x4=4**

A. Draft an invitation in not more than 50 words from Vani Gopalan, Chief Project Officer of an NGO, for the launch of the 'Each One Teach One' programme, addressed to school Principals and Coordinators. Mention a compelling highlight of the programme along with other necessary details

OR

B. An invitation had been issued by Mr. Cherian, the HR Head of your company inviting you for the company picnic. As Joseph Vijayan, Asst. Manager, Operations, draft a reply in not more than 50 words, consenting to attend.

5. Attempt **any one** of the two, (A) or (B), in 120 150 words **1x5=5**

A. Financial literacy is increasingly recognised as a crucial 21st-century skill for young individuals. Write a letter to the editor of a local daily discussing the benefits of providing financial literacy education to children. Also, suggest effective ways to raise awareness about the importance of this education among parents and guardians. You may use some of the given cues along with your own ideas to draft the letter. You are a counsellor, Chitra Mahapatra from Puri, Odisha.

- What are the long-term benefits of learning financial independence from a young age?
- Why is understanding the power of finances beneficial for young learners?
- Why skills learned during childhood tend to have a lasting impact.

OR

B. You are Maya Syiem from Shillong. You read the given advertisement and wish to apply for the post advertised. Write this job application along with your bio-data.

Join our Creative Team!
A renowned publishing house in Shillong
–A NEW WORLD–
is seeking a talented illustrator for children's books.
Creative individuals with a passion for storytelling through art, welcome.
Experience, not mandatory.
Team players with degree/ diploma in Fine Arts/ Graphic Design may apply with 5 samples from portfolio illustrating a variety of work.
Write to the Project Lead, 23-C Rosewood Lane, Shillong-793005

Attempt **any one** of the two, (A) or (B), in 120 150 words **1x5=5**

6.

A. In an era of rapid globalisation and technological advancement, the preservation of cultural heritage remains a vital challenge, particularly for the youth. India continues to navigate the complexities of maintaining tradition alongside modernity. Write an article exploring the role of cultural heritage in shaping the identities of today's Indian youth. Provide examples to illustrate your points wherever necessary. You may use some of the given cues along with your own ideas. You are Arti Nirula of Class XII-A.

- How have global interactions and technologies influenced or changed these traditional practices among today's youth?
- What are the benefits of preserving cultural heritage for young people? How does it contribute to their sense of identity and community?
- Suggest ways in which young people and institutions can work together to ensure the preservation of cultural heritage.

OR

B. You are Hina Aziz, student of Class XII-D and a member of the school magazine editorial board. Write a comprehensive report detailing the activities undertaken by students as part of the celebrations on Yoga Day. Include descriptions of the events, participation details, and the overall impact of these activities on the school community. You may organise your report by following - Who - What – When – Where – Why – How

SECTION C

LITERATURE (40 marks)

7. Read the following extracts and answer the questions for any one of the given two-A or B **1x6=6**

A Those who prepare green wars,
wars with gas, wars with fire,
victory with no survivors,
would put on clean clothes
and walk about with their brothers
in the shade, doing nothing. (poem - *Keeping Quiet*)

I. What is a common outcome of all the wars described?

II What does the imagery of 'walking about with their brothers in the shade' primarily represent?

A. The readiness for further conflicts.
B. A return to normal activities post-conflict.
C. A moment of unity and peaceful reflection.
D. The physical environment of a typical war zone.

III. Complete the following suitably.
The putting on of 'clean clothes' by the warmongers, symbolises_____.

IV. Select the correct option from those given in brackets, to fill in the blank.

The excerpt tells us that the speaker _____ (condemns / glorifies) the destructive nature of modern warfare.

V. Read the assertion and the reason below, with reference to the given extract.

Assertion: The poet advocates for 'doing nothing' as a way to prevent the devastation of war.
Reason: 'Doing nothing' refers to a time for stopping any action for a few moments.

Choose the correct option regarding their relationship.

A. Both the assertion and the reason are true, and the reason is the correct explanation of the assertion.
B. Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.
C. The assertion is true, but the reason is false.
D. The assertion is false, but the reason is true.

VI. How can the message in the excerpt, about the outcome of wars be applied to promote peace?

OR

B While greedy good-doers, beneficent beasts of prey,
Swarm over their lives enforcing benefits

That are calculated to soothe them out of their wits,
And by teaching them how to sleep they sleep all day,
Destroy their sleeping at night the ancient way. *(poem-The Roadside Stand)*

I Select the phrase that suggests the following:
The so-called aids are not offered out of genuine care or consent but are imposed in a controlling and perhaps unwelcome manner.

II What does the imagery of 'swarm' NOT represent in the given extract?

A. Coordinated help B. Overwhelming force
C. Discomfort and chaos D. Neglect of individual needs

III Complete the following suitably.

In the line, 'destroy their sleeping at night the ancient way,' the phrase 'the ancient way' refers to_____.

IV. Select the correct option from those given in brackets, to fill in the blank.

The poet has used phrases like 'greedy good-doers' and 'beneficent beasts of prey' to illustrate the _____ (irony/satire) in the situation where those claiming to help the rural poor actually impose self-serving and detrimental actions on them.

V. Read the assertion and the reason below, with reference to the given extract.

Assertion: The poet criticizes the way the rural poor are treated by benefactors, suggesting it instills ambition.
Reason: The interventions are overwhelmingly calming and lead to a loss of critical thinking among the rural poor.
Choose the correct option regarding their relationship:

A. Both the assertion and the reason are true, and the reason is the correct explanation of the assertion.
B. Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.
C. The assertion is true, but the reason is false.
D. The assertion is false, but the reason is true.

VI. State in one sentence, what cautionary advice your address to the rural poor from the extract, is most likely to include.

8. Read the following extracts and answer the questions for any one of the given two, (A) or (B) 4x1=4

A. To visit Antarctica now is to be a part of that history; to get a grasp of where we've come from and where we could possibly be heading. It's to understand the significance of Cordilleran folds and pre-Cambrian granite shields; ozone and carbon; evolution and extinction. When you think about all that can happen in a million years, it can get pretty mind-boggling. Imagine: India pushing northwards, jamming against Asia to buckle its crust and form the Himalayas; South America drifting off to join North America, opening up the Drake Passage to create a cold circumpolar current, keeping Antarctica frigid, desolate, and at the bottom of the world. (*Journey to the End of the Earth*)

I. Complete the following suitably.
The passage suggests that visiting Antarctica offers insight into geological processes and

Earth's history by _____.

II. How does the author imply the role of geological knowledge in understanding the Earth's past and potential future changes?

III. The writer says, 'When you think about all that can happen in a million years, it can get pretty mind-boggling.'
What is the most likely impact on the writer?
A. Feels overwhelmed by the vastness of geological time scales.
B. Is uneasy about the rapid pace of geological changes.
C. Feels indifferent towards geological phenomena.
D. Is surprised by the lack of significant geological events over a million years.

IV. How might understanding the geological processes mentioned in the passage help scientists in predicting and mitigating future environmental changes, particularly in polar regions?

OR

B. 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: The Cutting of My Long Hair*)

I. Complete the following suitably.
Zitkala-Sa's description of her experience at the boarding school conveys a sense of abandonment through her portrayal of _____

II. List any one emotion that Zitkala-Sa experiences as her hair is being cut.

III. Select the suitable option to complete the following.
The metaphor of being 'tossed about in the air like a wooden puppet' contribute to the reader's understanding of Zitkala-Sa's feelings of being _____.
A. forced to interact with others
B. manipulated and controlled
C. preached at and insulted
D. made to exist like toy animals

VI In what ways does the imagery of her 'long hair shingled like a coward's' symbolise the erasure of Zitkala's cultural heritage and the imposition of Western norms?

9. Read the following extracts and answer the questions for any one of the given two, A or B. 1x6=6

A. What a thunderclap these words were to me! Oh, the wretches; that was what they had put up at the town-hall! My last French lesson! Why, I hardly knew how to write! I should never learn anymore! I must stop there, then! Oh, how sorry I was for not learning my lessons, for seeking birds' eggs, or going sliding on the Saar! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up. And M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how cranky he was. (*The Last Lesson*)

I. What was the writer's purpose in using the metaphor of a 'thunderclap'?

II. Select the correct option from those given in brackets to fill in the blank.

The use of exclamatory marks in the first five sentences of the extract serves to express the speaker's _____ (hidden/ intense) emotions.

III. Complete the following suitably.
The activities of seeking birds' eggs and sliding on the Saar reveal two things about Franz's character before his change in perspective. First, his youthful carefree nature and second, his preference for _____.

IV. What is reflected through the shift in the speaker's perception of Mr. Hamel, conveyed through his readiness to forget the ruler?

V. Select the textual option that is closest to indicating a sense of panic.

A. Oh, how sorry I was for not learning my lessons…
B. Why, I hardly knew how to write!
C. Oh, the wretches; that was what they had put up at the town-hall!
D. And M. Hamel, too;

VI. What does the following line from the extract, showcase?

My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up.

A. realization B. confusion
C. expectation D. affirmation

OR

B. And survival in Seemapuri means rag-picking. Through the years, it has acquired the proportions of a fine art. Garbage to them is gold. It is their daily bread, a roof over their heads, even if it is a leaking roof. But for a child it is even more "I sometimes find a rupee, even a ten-rupee note," Saheb says, his eyes lighting up. When you can find a silver coin in a heap of garbage, you don't stop scrounging, for there is hope of finding more. It seems that for children, garbage has a meaning different from what it means to their parents. For the children it is wrapped in wonder, for the elders it is a means of survival.
(*Lost Spring – Stories of Stolen Childhood*)

I. What does Saheb's statement about finding money in the garbage reveal about his daily life and aspirations?

II. Select the correct option from those given in brackets to fill in the blank.
Describing garbage as ‘gold’ metaphorically elevates its value to the children, helping the reader understand the _____ (dynamic / desperate) conditions under which these children live, where even garbage can represent crucial economic resources.

III. Complete the following with a suitable reason.
Children continue to scrounge in the garbage because _____.

IV. How does the perception of garbage differ between children and adults in Seemapuri?

V. What is implied by the description of rag-picking as having ‘acquired the proportions of a fine art’ in the excerpt?
A. Rag-picking is an undesirable and simple task that anyone can do without effort.
B. Rag-picking has evolved into a complex skill that is valued within the community.
C. Rag-picking is a temporary activity that does not significantly impact the community.
D. Rag-picking has the status of an artistic hobby that children pursue for enjoyment.

VI. What is the reason for Saheb’s eyes ‘lighting up’?
A. The immediate experience of finding something valuable.
B. Discussing his findings with others.
C. Reminiscing about past findings in the garbage.
D. Planning future scavenging expeditions

10. Answer **any five** of the following six questions in 40 50 words each : **5x2=10**

I. Identify an instance of hope or resilience in ‘Lost Spring’ and analyse how it reflects one of the story's themes.
II. Interpret the use of visual imagery by Kamala Das in her poem to depict the passage of time.
III. What does the contrasting imagery of the church clock and the Prussian trumpets represent, in ‘The Last Lesson’?
IV. How does the author's writing style in ‘The Interview’ affect the reader's understanding of the story?
V. Explain how the rattrap symbolises the dual aspects of human nature. (*The Rattrap*)
VI What factor/s were largely instrumental in the victory of the peasants in ‘Indigo’?

11. Answer **any two** of the following three questions in 40 50 words each : **2x2=4**

I. Discuss the significance of the toy tiger in the climax of ‘The Tiger King.’

II. Interpret the significance of both literal and metaphorical journeys in the story, ‘The Third Level.’

III. How does Susan Hill subtly portray a blend of pessimism and optimism in ‘On the Face of It’?

12. Answer **any one** of the following two questions, in about 120-150 words. **1x5=5**

A Analyse the poems, *A Roadside Stand* and *Aunt Jennifer's Tigers* for the theme of inequality and its impact on the bearers.

OR

B How do the characters of Sophie from ‘Going Places’ and Subbu from ‘Poets and Pancakes’ compare and contrast in terms of their aspirations, constraints, and the pursuit of their dreams?

13. Answer **any one** of the following two questions, in about 120-150 words **1x5=5**

A The influence of belief in traditions such as religion, family bonds, or patriotism can be used to develop narrative techniques like setting, motivation, sources of conflict, and pacing. Analyse how the writer has incorporated such influences to good effect in the story, *The Enemy*. Support your answer with valid textual evidence.

OR

B Discuss the narrative techniques used by the author in *The Third Level.* How do these techniques effectively convey the themes of escapism and nostalgia? Provide specific examples from the text to support your analysis.

MARKING SCHEME
ENGLISH CORE (Code No. 301)
CLASS-XII-(2024-25)

General Instructions: -

1. *The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, then due marks should be awarded accordingly.*

2. *If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question".*

3. *If more than one option is mentioned in the answer of multiple choice questions, then no marks to be awarded.*

	SECTION A: READING SKILLS (22 marks)	
1.	Answer the following questions, based on the passage above. (Descriptive Passage)	**12**
I	They lead to instant interruptions in conversations. [language / expression may vary but the idea should remain relevant]	1
II	It illustrates how moments are fleeting and unnoticed, lost amid the distractions of digital interactions / it illustrates how easily significant moments can drift away when overshadowed by the focus on technology [language / expression may vary but the idea should remain relevant]	1
III	A. a deep (psychological) dependence on technology for a sense of wholeness or connection	1
IV	reduce the anxiety associated with the need to constantly be connected	1
V	C. It interferes with our ability to engage with meaningful aspects of our life.	1
VI	Yes it does - develop a hunch / mind is constantly alert (any one)	1
VII	The phrase refers to the natural, meaningful, and often quieter moments that make up human existence and relationships—those that occur away from the digital chaos. The writer draws our attention towards the genuine life experiences, such as face-to-face conversations, quiet contemplation, enjoying nature, and real-world interactions, that are overlooked or drowned out by the constant noise of digital activity. [language / expression may vary but the idea should remain relevant]	2
VIII	D. clamour	1
IX	A. Despite the intent to connect more effectively, the result is the opposite. (Option B is satire, C is hyperbole and D is metaphor)	1

X	They are – (2 points to be elaborated for either) Benefits: Survey outcomes can offer a detailed understanding of the specific needs and preferences of various demographic groups, which can enhance the effectiveness of health interventions by making them more targeted and relevant. Additionally, using these data-driven insights can foster a sense of collaboration among stakeholders, promoting a unified approach towards health and sustainability. Challenges: Relying on survey outcomes may present challenges such as the risk of biases in the data collection process, which can twist results and lead to ineffective interventions. There's also the issue of survey fatigue among participants, potentially reducing engagement and the accuracy of the data gathered. Moreover, translating survey findings into practical interventions requires resources and continuous stakeholder commitment, which might not always be feasible.	2
2.	**Answer the following questions, based on given passage.**	**10**
I	… how busy daily routines influence people to opt for quick and convenient eating options, often at the expense of nutritional value	1
II	A. Primary purpose	1
III	The TWO points are – a) Health focus, as fruits are widely recognised for their health benefits, and this aligns with the study's goal to analyse snacking habits and their implications for health (making fresh fruits a relevant choice for understanding healthy snacking behaviours). b) Comparative analysis, as the study aims to compare the health implications of seasonal fruits versus packaged snacks. Including fresh fruits allows researchers to directly evaluate preferences between natural, healthier choices and processed, potentially less healthy alternatives.	2
IV	Influence – sentence 1 ; Motivation – sentence 2	1
V	D. Seema - teenager (taste and convenience) ; Mohan - elderly(health, digestive ease) ; Arindam -young adult (health and convenience)	1
VI	Due to their increased health needs and focus on foods that are easier to digest and nutritionally beneficial.	1
VII	Targeted interventions can effectively address specific health needs by focusing on the unique factors influencing each demographic's snacking choices. For example, educational campaigns for parents can foster early healthy eating habits in children, while initiatives for teenagers can reduce the impact of advertising and peer pressure, promoting wiser food choices. Also, ensuring that middle-aged and older adults have access to fresh produce supports ongoing health maintenance, directly contributing to overall improved health outcomes across the lifespan.	2
VIII	B. Building healthier communities.	1

SECTION B-CREATIVE WRITING SKILLS (18 marks)		
3.	Format – 1 Content -2 Accuracy of spelling and grammar -1	4
4.	A- (Card type formal / third person/ centre aligned) B- (Letter type- formal, first/ third person) Format – 1 Content -2 Accuracy of spelling and grammar -1	4
5.	Format -1 Content -2 Organisation -1 Accuracy of spelling and grammar -1	5
6.	Format – 1 Content -2 Organisation -1 Accuracy of spelling and grammar -1	5
A.	Article -Value points ▪ Cultural heritage provides a strong sense of identity, helping young people connect with their roots and understand how historical influences shape their personal and community identities. ▪ Exposure to one's own and other cultures promotes tolerance and appreciation, which are vital in today's globalised society. This helps youths navigate diverse social environments with respect and empathy. ▪ Engaging with traditional arts, crafts, and practices can inspire creativity and innovation among youths, allowing them to reinterpret cultural expressions in ways that resonate with contemporary life. ▪ Active participation in cultural festivals, rituals, and community events strengthens bonds among community members and enhances social cohesion, making cultural heritage a pivotal part of daily life for youths. ▪ Incorporating cultural studies in education can increase awareness and pride among young people about their heritage, encouraging them to become advocates and preservers of their traditions. ▪ By using technology to create appealing and accessible cultural content, such as virtual museum tours, digital storytelling, and social media campaigns, youths can be engaged with their heritage in formats they find relatable and exciting.	
B.	Cues lead to the eliciting of relevant response points	
SECTION C-LITERATURE (40 marks)		
7. Read the following extracts and answer the questions for any one of the given two-A or B		
A	Poetry (Flamingo)	**6**
I	Gaining victory with no survivors	1
II	C. A moment of unity and peaceful reflection	1
III	…a potential for change and renewal / a moment of pause and reflection / an act of cleansing of their actions /embracing a peaceful existence/ the possibility of transformation	1
IV	condemns	1
V	B. Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.	1
VI	Global leaders and communities can work toward more sustainable and peaceful solutions – Can be used to advocate for non-violent resolutions / peace	1

	negotiations in contemporary conflicts / Can be used to promote dialogue and understanding over aggression and warfare	
B		
I	enforcing benefits	1
II	A. Coordinated help	1
III	…the traditional and longstanding sleeping patterns and nighttime rituals that have been part of the rural community's lifestyle for generations (deeply rooted cultural practices) [The speaker suggests that the modern practices, possibly influenced by external forces such as urbanisation or industrialisation, disrupt the natural sleep patterns of the rural inhabitants – dilute their time-tested ways.]	1
IV	irony	1
V	D. The assertion is false, but the reason is true. (Correct assertion - The poet criticizes the way the rural poor are treated by benefactors, suggesting it dulls their senses : 'soothe them out of their wits')	1
VI	Be wary of involvements by outsiders that might appear benevolent but could ultimately undermine your autonomy and dull your critical thinking abilities. [language / expression may vary but the idea should remain relevant]	1
8.	**Read the following extracts and answer the questions for any one of the given two, (A) or (B)**	**4**
A.		
I	… exploring Cordilleran folds, granite shields, and environmental factors like ozone and carbon	1
II	The author does so by linking geological events to Antarctica's environmental conditions, highlighting the significance of geological processes in shaping the planet's history and future trajectories.	1
III	A. Feels overwhelmed by the vastness of geological time scales.	1
IV	By providing insights into how geological events impact polar regions and influence global climate patterns.	1
B		
I	. …isolation and lack of support / absence of any solace or reassurance from others / being an animal to a herder thereby suggesting a loss of identity	1
II	anguish/ sense of loss/ turmoil (any other relevant)	1
III	B. manipulated and controlled	1
IV	The imagery symbolises the forced assimilation and suppression of Indigenous culture, portraying the cutting of her hair as an act of cultural violence and the imposition of Western ideals of appearance and behaviour.	1
9.	**Read the following extracts and answer the questions for any one of the given two, A or B.**	**6**
A		
I	To emphasise the suddenness and shock of Franz's understanding about the importance of his education./ To conveys the urgency and deep impact of this	1

	moment / To dramatically highlight how unexpected and jarring the realisation was to him – like the startling and instant nature of a thunderclap / To effectively captures the emotional intensity of the moment of deep regret and abrupt awakening experienced by Franz	
II	intense	1
III	…preference for play over study	1
IV	It reflects a newfound respect and appreciation, overshadowing past fears of discipline and strictness.	1
V	B. Why, I hardly knew how to write!	1
VI	A. realisation	1
B		
I	It highlights his precarious economic situation and his dependence on chance finds for small joys and possibly essential income, reflecting the dire poverty and limited opportunities available to him.	1
II	desperate	1
III	…finding valuable items like coins gives them hope of finding more	1
IV	For children, garbage represents a source of wonder and potential treasure, whereas for adults, it is primarily a means of survival.	1
V	B. Rag-picking has evolved into a complex skill that is valued within the community.	1
VI	C. Reminiscing about past findings in the garbage.	1
10.	**Answer any five of the following six questions in 40 50 words each :** 1 -Content 1- Expression ½ -1 deducted from overall, for Accuracy	**10**
I	An instance of hope or resilience – Saheb's continued search in the garbage, driven by the occasional discovery of a rupee or a ten-rupee note, symbolises his hope and resilience against the overwhelming odds of his harsh life. This reflects the theme of enduring hope amidst poverty and destitution - the human spirit's capacity to dream and hope, even in the terribly dire circumstances -- suggesting that the desire for a better life can exist independent of one's current state of poverty	2
II	(Any one) ▪ The image of her aging mother - 'pale as a late winter's moon,' -- conveys the fragility and the inevitability of aging -- highlights the physical changes brought by time and evokes a sense of gentle, serene decline rather than abrupt decay ▪ The image with the vivid, lively description of young trees sprinting and merry children spilling out of their homes --- contrasts sharply with her mother's stillness and silence --- enhances the sense of her mother's isolation in her old age / the relentless passage of time that spares no one -- life's transient nature	2
III	Represents -- the tension between local traditions and foreign occupation	2

	The church clock -- symbol of local, everyday life and continuity --- in stark opposition to the Prussian trumpets, which symbolise disruption, military power, and the enforcement of foreign rule Highlights the theme of loss and the struggle to preserve one's cultural heritage against overwhelming odds	
IV	The author's writing style - often blends a conversational tone with introspective moments -- deeply affects the reader's engagement and understanding of the narrative. Use of direct dialogues interspersed with reflective commentary – this approach not only makes the interactions more dynamic and engaging but enhances the reader's insight into the complexities of personalities and themes being explored	2
V	Dual – ▪ The tendency towards greed and deceit - society, driven by wealth and gain, ensnares individuals, reducing their existence to a constant struggle to escape from materialistic enticements ▪ The potential for redemption through empathy and kindness –kindness and trust by the ironmaster's daughter, Edla, inspires the peddlar to reclaim his essential humanity and escape the identity of a thief - signified by his decision to return the stolen money and leaving a note explaining his thoughts about the world being a rattrap	2
VI	Largely due to the leadership and advocacy provided by Mahatma Gandhi -- his involvement brought national attention to their plight --highlighted the importance of civil rights and nonviolent resistance Gandhi's strategic approach to negotiations & his insistence on nonviolent protest -- empowered the peasants to stand up against oppressive landlords --- led to their immediate victory -- inspired a broader movement for social and economic justice across India	2
11.	**Answer any two of the following three questions in 40 50 words each :**	**4**
I	The significance of the toy tiger lies in its stark contrast to the dangerous live tigers the Maharaja had been hunting throughout his life. Its role in his death brings up the themes of irony and fate central to the story. It illustrates -- despite human efforts to control or escape destiny, it can manifest in the most unexpected and trivial forms. The toy tiger symbolises -- the ultimate futility of the Maharaja's efforts -- points to the folly of those who believe they can master fate through power or violence	2
II	The literal journey involves Charley, discovering a supposed 'third level' at the Grand Central Station--a portal to the year 1894. The metaphorical journey--Charley's inner longing for a simpler, more reassuring past—a common human desire to retreat to a time perceived as better or less complicated. The significance - their portrayal of the universal quest for happiness and fulfillment -- together, these journeys explore themes of escapism, the subjective nature of reality, and the deep-seated human need for connection and comfort in familiar but idealised, settings.	2
III	Derry is of the pessimistic view whereas Mr. Lamb is of the optimistic view point. Both are disabled but still view life from different perspectives.	2

	Both protagonists challenges with disfigurement are depicted with a stark realism that leans towards pessimism, yet interactions that offer genuine connection hint at underlying optimism -- suggest the possibility of emotional survival despite physical and social barriers	
12.	**Answer ANY ONE of the following two questions, in about 120-150 words**	**5**

A.

'A Roadside Stand' focuses on the economic disparities between rural and urban areas, and 'Aunt Jennifer's Tigers' delves into the gender-based inequalities within marriage and society.

A Roadside Stand	Aunt Jennifer's Tigers
• Depicts the struggles of rural individuals facing economic inequality. • Highlights the disparity between urban and rural lifestyles. • Reflects on the exploitation of rural communities by those in power. • Explores the loss of traditional ways of life due to modernisation and industrialisation.	• Illustrates the oppression faced by Aunt Jennifer within her marriage. • Reflects on the expectations and restrictions placed on women, socially. • Explores the theme of domestic suppression and its impact on women's autonomy. • Highlights the contrast between Aunt Jennifer's inner world and her external reality.

Impact on Bearers:

- A Roadside Stand -- rural folk are portrayed as struggling to make ends meet due to economic disparities, leading to feelings of frustration and helplessness.
- Aunt Jennifer's Tigers – Aunt experiences oppression and suppression within her marriage
- Both sets of bearers face the psychological and emotional toll of their respective inequalities, resulting in a longing for freedom and empowerment.
- Despite their challenges, the bearers in both poems demonstrate a desire to assert themselves through small acts of defiance or dreams of liberation.

B

While both Sophie and Subbu share aspirations for success in their respective fields, they encounter different constraints and demonstrate distinct approaches in pursuing their dreams.

Sophie	Subbu
• Aspiration: Sophie dreams of owning a boutique or becoming a fashion designer. • Constraints: Financial limitations and other expectations, such as her father's disapproval, hinder Sophie's pursuit of her dreams. • Pursuit of Dreams: Despite the challenges, Sophie remains determined to achieve her goals, showing persistence and creativity in her pursuits	• Aspiration: Subbu aims to succeed in the film industry as a poet, actor, and contributor to Gemini Studios. • Constraints: While Subbu faces challenges, such as criticism for his perceived sycophancy and overshadowing of his literary achievements by his success in films, he navigates these obstacles with grace and humility. • Pursuit of Dreams: Subbu's dedication to his craft and ability to adapt to various roles within Gemini Studios reflect his unwavering commitment to his pursuits.

13.	**Answer any one of the following two questions, in about 120-150 words**	**5**

A

- Incorporation of Traditions:

→ Religion - how religious beliefs influence character actions and decisions.

For example, Sadao's internal conflict may be influenced by his moral beliefs shaped by religious teachings.

→ Family Bonds - how relationships in the family impact character interactions and motivations.

For example, Hana's concern for the safety of her family and the potential repercussions of harbouring an enemy soldier could drive her actions.

→ Patriotism - how national loyalty and patriotism create tension and conflict in the story.

For example, Sadao's duty as a citizen and as a doctor may conflict with his compassion towards the wounded soldier, highlighting the complexities of wartime allegiances.

- Narrative Techniques:

→ Setting - how the wartime setting amplifies the moral dilemmas faced by the characters.

The backdrop of war intensifies the stakes and adds urgency to their decisions.

→ Motivation - how cultural influences shape character motivations and drive the plot forward.

The characters' actions may be guided by deeply ingrained cultural values and beliefs.

→ Sources of Conflict - the key conflicts stemming from cultural differences, expectations, and wartime circumstances.

These conflicts drive the narrative forward and heighten the tension.

→ Pacing - how the pacing of the story reflects the characters' internal struggles and external conflicts.

The pacing may fluctuate to convey moments of tension, reflection, and resolution.

B.

(Any two narrative techniques)

[The examples may be references and not direct quotes]

a) First-Person Narrative:

→ Technique - The story is narrated from the first-person perspective of Charley, which creates an intimate and personal recounting of his experiences and thoughts.

→ Effect - This technique allows readers to directly engage with Charley's desires and fears, making his longing for escape and the nostalgia for a simpler past more tangible.

→ Textual Evidence - Charley states, "But that's the reason, he said, and my friends all agreed. Everything points to it, they claimed. My stamp collecting, for example; that's a 'temporary refuge from reality.'"

This personal reflection shares his internal justifications and how others perceive his escapism.

b) Detailed Descriptive Language:

→ Technique - The use of vivid and specific descriptions of settings and times, particularly Charley's descriptions of the third level of Grand Central Station.

→ Effect on Themes - These descriptions not only build a believable world but also vividly paint the past, stressing the theme of nostalgia and the allure of escapism to a seemingly better and simpler time.

→ Textual Evidence - “Then I saw why; they were open-flame gaslights.” and “everyone in the station was dressed like eighteen-ninety-something; I never saw so many beards, sideburns, and fancy mustaches in my life.”

These details highlight the historical setting Charley escapes to, filled with elements from the past.

c) Symbolism:

→ Technique - The story uses the ‘third level’ as a symbol, representing not just a physical place but a mental escape into another time.

→ Effect on Themes - The third level serves as a metaphor for the psychological refuge one seeks from the modern world’s anxieties, underlining the theme of escapism.

→ Textual Evidence – Charley mentions, “Grand Central has been an exit, a way of escape—maybe that’s how the tunnel I got into.”

This line explicitly connects the physical space of the third level to the concept of escaping reality.

d) Contrast and Irony:

→ Technique - The stark contrast between Charley’s mundane, modern life and his adventures on the third level introduces a layer of irony.

→ Effect on Themes - This contrast enhances the nostalgic appeal of the third level while ironically pointing out the impracticalities of such escapism.

→ Textual Evidence - “The clerk figured the fare—he glanced at my fancy hatband, but he figured the fare—and I had enough for two coach tickets, one way. But when I counted out the money and looked up, the clerk was staring at me.”

This shows how out of place modern elements are in the past, highlighting the nostalgic yet challenging nature of his escape.

ENGLISH CORE-Code No. 301
SAMPLE QUESTION PAPER
CLASS-XII-(2025-26)

Time allowed: 3 Hrs. **Maximum Marks: 80**

General Instructions

Read the following instructions very carefully and follow them:

i. This question paper has 13 questions. All questions are compulsory.

ii. This question paper contains three sections:

Section A: Reading Skills,

Section B: Creative Writing Skills

Section C: Literature.

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

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

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

SECTION A
READING SKILLS (22 marks)

1. Read the following passages. 12

Ours was the marsh country, down by the river, within twenty miles of the sea. My first most vivid and broad impression of the identity of things seems to me to have been gained on a memorable raw afternoon towards evening. The low leaden line beyond was the river; and that the distant savage lair from which the wind was rushing was the sea; and that the small bundle of shivers growing afraid of it all and beginning to cry, was Pip.

“Hold your noise!” cried a terrible voice, as a man started up from among the graves at the side of the bushes. “Keep still, or I’ll make you pay!”

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, limped, and shivered, and glared, and growled; and whose teeth chattered in his head as he seized me.

“Tell us your name!” said the man. “Quick! Give it mouth!”

“Pip. Pip, sir.”

“Show us where you live,” said the man. “Point out the place!”

The man, after looking at me for a moment, emptied my pockets. There was nothing in them but a piece of bread which he ate ravenously.

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“Now lookee here!” said the man. “Where’s your mother?”

“There, sir!” said I.

He started, made a short run, and stopped and looked over his shoulder.

“Oh!” said he, coming back. Who’s that?” he asked, pointing.

“My sister, sir, —Mrs. Joe Gargery, —wife of Joe Gargery, the blacksmith, sir.”

“Blacksmith, eh?” said he. And looked down at his leg.

After darkly looking at his leg, he came close to me, took me by both arms, and tilted me back as far as he could hold me; so that his eyes looked most powerfully down into mine, and mine looked most helplessly up into his.

“Now lookee here,” he said, “You know what a file and wittles is?”

“Yes, sir.”

After each question he tilted me over a little more, so as to give me a greater sense of helplessness and danger.

“You get me a file.” He tilted me again. “And wittles.” He tilted me again. “You bring ’em both to me.”

I was dreadfully frightened, and so giddy that I clung to him with both hands, and said, “If you would kindly please to let me keep upright, sir, perhaps I shouldn’t be sick, and perhaps I could attend more.”

He did. Then, he held me by the arms, in an upright position, and went on with his terms.

Source: Great Expectations by Charles Dickens / 448 words

Answer the following questions, based on the passage above.

I Which textual evidence tells us that Pip was trembling? 1

II Complete the following with a suitable reason. 1

The writer refers to the sea as a ‘savage lair’ in order to tell the reader that ____.

III The writer emphasises Pip’s vulnerability in all of the following ways EXCEPT — 1

A. through the description of the harsh landscape
B. via the behaviour of the frightening man
C. through Pip’s helplessness and fear
D. via Pip’s knowledge of the surrounding area

IV What type of statement is made in the phrase "Keep still, or I’ll make you pay!"? 1

A. caution
B. threat
C. prediction
D. announcement

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V Based on his initial appearance, how can we say that the ‘fearful man’ was in a state of discomfort? (Any one reason) 1

VI. Which one of the following statements best explains the phrase "Give it mouth!"? 1

A) Speak loudly B) Open your mouth wide C) Answer the question

VII. The man ate the bread 'ravenously'. What does this suggest about his condition? 1

VIII What does the man’s question, “Where’s your mother?” and his reaction when Pip points to her suggest about his intentions? (Answer in about 40 words) 2

IX How does the man’s action of forcing Pip to look up at him contribute to the tension in the scene? (Answer in about 40 words) 2

X Complete the following with the most suitable option. 1

The main idea of the text is _____.

A. Pip's encounter with a frightening man who demands information
B. the harshness of Pip's environment and the fear it creates
C. Pip's struggle to understand the man’s intentions and stay calm
D. the importance of family relationships in Pip’s life

2. Read the following carefully. 10

1 A recent survey was conducted among 2,000 college students and young professionals to analyse preferences for different types of jobs, including corporate roles, personal start-ups or family businesses, and service professions (example - defense, nursing, police). The study aimed to identify trends in career aspirations, the factors influencing these preferences, and their implications for workforce planning and education systems. Participants were asked to rank their preferences on a five-point scale.

2 The study covered respondents across urban and semi-urban areas, representing diverse educational, economic, and cultural backgrounds. Researchers ensured diversity in gender, socioeconomic status, and career stages to make the findings representative of a broad spectrum of opinions. Data collection involved online questionnaires and in-person interviews, ensuring a comprehensive understanding of job preferences. The data was displayed as a bar graph given below.

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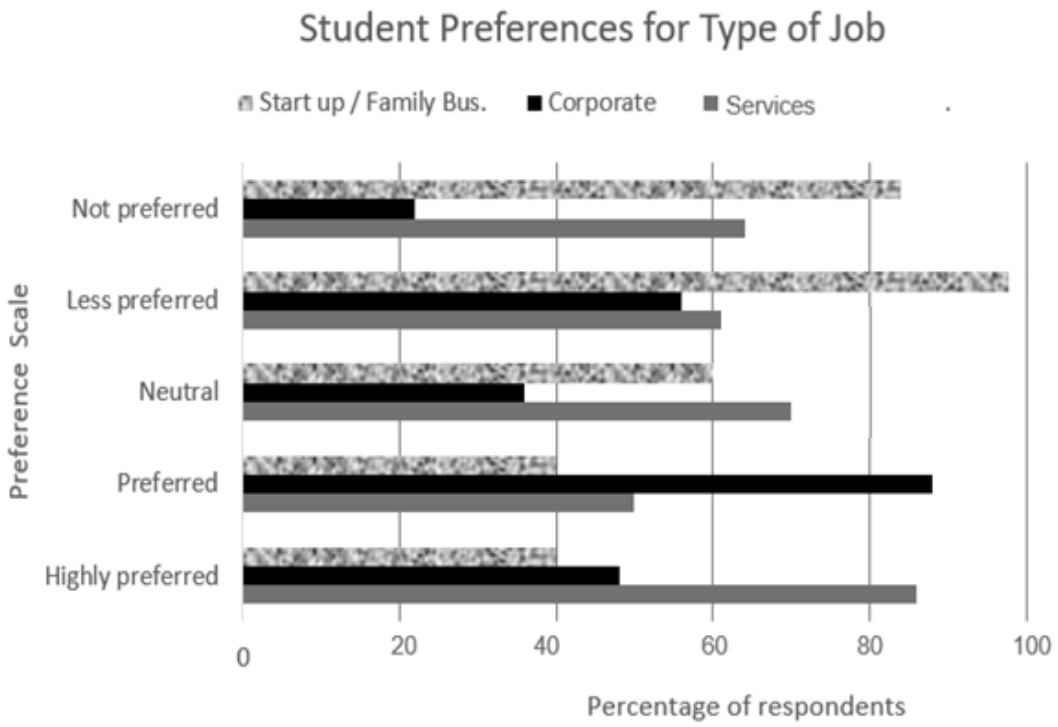

3 Corporate jobs were commonly associated with financial stability, growth opportunities, and access to structured career paths. Start-ups and family businesses, on the other hand, appealed to those valuing autonomy, creativity, and the chance to work in more flexible environments. Service professions were perceived as fulfilling and prestigious, especially among individuals motivated by a sense of duty.

4 The survey also highlighted several challenges. Geographic variations were significant, with urban respondents gravitating more toward corporate roles, while semi-urban participants showed a stronger inclination for service professions and family businesses. Respondents indicated limited mentorship opportunities and a lack of clarity about the long-term prospects of non-corporate careers as barriers influencing their decisions.

5 The findings provide a foundation for further research into how cultural, regional, and generational influences shape career choices. Future studies could explore factors such as gender-based preferences, emerging industries, mentorship availability, and the role of technological advancements in shaping job markets. Additionally, longitudinal research could track how these preferences evolve as respondents advance in their careers. This could help educational institutions and employers develop tailored strategies to better align with the aspirations and values of young job seekers. Moreover, policies encouraging skill development and mentorship programmes may bridge the gaps identified in this survey, ensuring more informed career decisions among youth.

Created for academic usage / 348 words

10

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Answer the following questions, based on the given passage.

I. What was the main purpose of the survey conducted among 2,000 college students and young professionals? 1

A. To determine the popularity of specific jobs in rural areas versus urban areas
B. To explore patterns in career aspirations and the factors influencing them
C. To analyse the success rate of startups and family businesses
D. To assess the salary expectations of young professionals opting for jobs

II. Fill in the blank with the correct option from those given in brackets. 1

The study ensured diversity in gender, socioeconomic status, and career stages to make the findings _____ (accurate / representative / specific).

III. Fill in the blank with reference to the given bar graph chart.

The profession preference for which policymakers primarily need to provide encouraging incentives is ____. 1

For the Visually Impaired Candidates

Complete the following suitably.

When the researcher uses the phrase 'a broad spectrum of opinions' in the line 'to make the findings representative of a broad spectrum of opinions', the researcher refers to ____. (Ref: Paragraph 2)

IV. Based on the bar graph, which of the following statements best reflects the correct trend in job preferences?

A. Corporate jobs are more in the 'Least preferred' category than service professions. 1
B. Service professions are less preferred than corporate jobs on the 'Neutral' scale.
C. Service professions have a higher percentage of respondents marking them as 'Highly Preferred' compared to corporate jobs.
D. Corporate jobs and service professions have an equal percentage of respondents marking them as 'Preferred.'

For the Visually Impaired Candidates

Why does the researcher associate start-ups and family businesses with individuals who value autonomy? (Ref: Paragraph 3)

A. They allow individuals to independently make decisions and innovate.
B. They guarantee long-term financial security and growth.
C. They require minimal risk-taking and provide fixed schedules.
D. They are managed by corporate guidelines ensuring stability.

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V. Riya wishes to have a regular salary and defined growth in her career. Why is a corporate job better suited for her compared to joining a start-up or family business? 2
(Ref: Paragraphs 3 & 4)

VI. When the researcher says 'Respondents indicated limited mentorship opportunities,' what does s/he mean by 'limited mentorship opportunities'? 1

A. Lack of financial resources to hire mentors for jobs
B. Absence of training programmes in semi-urban areas
C. Reluctance of respondents to seek career advice from unknown people
D. Difficulty in finding experienced professionals to guide career paths

(Ref: Paragraph 4)

VII. How might further studies in the understanding of emerging industries and technological advancements empower youth to make well-informed career decisions? 2
(Ref: Paragraph 5)

VIII Select the option that is **NOT** addressed in this study. 1

A. The purpose of the survey
B. The impact of gender on career preferences
C. Regional and demographic variations in preferences
D. Challenges faced by respondents
E. The methodology used for data collection

SECTION B
CREATIVE WRITING SKILLS (18 marks)

All the names and addresses used in the questions are fictitious. Resemblance, if any, is purely coincidental.

3. Attempt any one of the two, (A) or (B), in about 50 words 1x4=4

A. You are Daljeet Kaur, a member of the Teen Well-Being Association, Chandigarh. The Association is planning to organise free pottery classes every Sunday morning at the community hall to encourage creativity among young residents. Write a notice in about 50 words, informing the residents of the event and inviting registrations. Include all the necessary details. Put your notice in a box.

OR

B. You are Keerthi, the Secretary of the Environmental Club of ABC School, Madurai. Your school is organising an 'Eco-Fiesta' to raise awareness about environmental issues. Draft a notice in about 50 words, inviting students to participate in various activities and setting up of food stalls. Include all the necessary details. Put your notice in a box.

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4. Attempt any one of the two, (A) or (B), in about 50 words. 1x4=4

A. As the Cultural Secretary, Vignesh Kumar, of JKL School, Jamshedpur, draft an invitation for the Annual Music Festival, inviting Gajendra Hansda, an acclaimed local musician, to perform and judge the event. Provide the essential details in about 50 words.

OR

B. You are Bina Bedekar, currently residing at 45, Ashok Vihar, Nagpur. You have been invited to inaugurate a science exhibition at your alma mater, National Public School, Mumbai. Write a formal reply in about 50 words, accepting the invitation and expressing your gratitude.

5. Attempt any one of the two, (A) or (B), in 120-150 words 1x5=5

A. You are Pranab Chauhan, residing at 13-A, Gol Bazaar, Jaisalmer. Write a letter to the editor of *The Nation Today*, highlighting the need to assess sports talent at a young age by sports teachers and coaches to ensure that talent does not go unrecognised. Emphasise the importance of grooming young sportspersons to create a larger pool of talented athletes for the future. Draft the letter using your own ideas as well as the cues given.

- Spotting natural abilities during formative years.
- Building foundational skills early for long-term success.
- Instilling discipline, teamwork, and sportsmanship from a young age.
- Creating a larger pool of skilled athletes for the future.
- Building a strong sports culture and national pride.

OR

B. You are Lakshmi Kapur from 51/A, second floor, Shalimar Vihar, Delhi. You have come across the following advertisement in *The Urban Echo* for the post of a Junior Marketing Executive at a leading marketing firm. Write a letter expressing your interest in the position. Include your bio-data along with the application.

Join the Trendsetters Digital Agency

We are a leading marketing firm looking for dynamic individuals with:

- Strong communication skills
- An understanding of digital marketing
- Ability to work well in a team

Educational Requirements: Graduate in Marketing, Communication, or related field

Experience: Not mandatory, but prior exposure to digital marketing is an advantage

Interested candidates should send their applications with a resume.

Contact:

Trendsetters Digital Agency

Address: 12-B, Green Street,

New Delhi, 110001

1x5=5

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6. Attempt any one of the two, (A) or (B), in 120-150 words

A. Digital communication tools have revolutionised the educational landscape. The introduction of online learning platforms, virtual classrooms, and interactive tools has made education more accessible and engaging. You are Nooran Sheikh. Write an article for the monthly magazine edition of *The Progressive Educator* and *discuss* the role of digital communication in education. Write the article using your own ideas as well as the cues given.

- Student engagement
- Accessibility of education
- Teachers and students' roles
- Learning outcomes

OR

B. The cultural festival in LMN School, Kochi, was held recently to celebrate the school's achievements. As the senior editorial board member, Devaki Fernandes, write this report for the school magazine detailing various aspects of the festival. Write the report using your own ideas as well as the cues given.

- Organisation and significance
- Performances and exhibition
- Participant engagement
- Overall success.

SECTION C
LITERATURE (40 marks)

7. Read the following extracts and solve ANY ONE of the given two, (A) or (B). 1x6=6

A … I saw my mother,
beside me,
doze, open mouthed, her face
ashen like that
of a corpse and realised with
pain
that she was as old as she
looked but soon
put that thought away, and
looked out at Young Trees sprinting, the merry children spilling
out of their homes…

(My Mother at Sixty-six)

I. What does the imagery of the ‘ashen face’ of the mother suggest about her physical condition? 1

II. Complete the following with the correct option. 1

The speaker’s use of the word 'realised' suggests that her awareness was _____ (delayed / expected / sudden).

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III. How does the phrase ‘merry children spilling out of their homes’ contribute to the tone of the passage? 1

IV. Complete the sentence by filling in the blank with a suitable phrase. 1

The primary theme highlighted in the extract is the _____ , as the narrator reflects on her mother’s frailty and aging.

V. What can be inferred about the emotional state of the speaker in the extract? 1

a) Distracted by the liveliness of the surroundings
b) Concerned about her mother’s discomfort
c) Overwhelmed by a sense of anguish
d) Preoccupied with thoughts about life experiences

VI. All of the following are true for the extract EXCEPT – 1

a) The comparison to a ‘corpse’ highlights the speaker’s fear of losing her mother.
b) The poet makes exclusive use of melancholic imagery in the given lines.
c) The speaker’s internal conflict creates a relatable portrayal of human relationships.
d) The universality of themes makes the lines relevant to the readers.

OR

B When Aunt is dead, her terrified hands will lie
Still ringed with ordeals she was mastered by.
The tigers in the panel that she made
Will go on prancing, proud and unafraid (Aunt Jennifer’s Tigers)

I What does the phrase ‘terrified hands’ suggest about Aunt’s life? 1

II Complete the following suitably. 1

The tigers’ proud and playful movements reflect _____.

III Examine briefly how the tigers in the panel contrast with Aunt’s life experiences. 1

IV. Fill in the blank with the correct option from those given in the brackets. 1

The phrase ‘still ringed’ refers to both the literal _____ (shape of the embroidery panel / wedding band on her finger) and the figurative ‘ring’ of constraints and ordeals imposed by her marriage.

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V. If a student were to interpret the word 'prancing' in a real-world context, which of the following would it best represent? 1

a) An employee working under the pressure of deadlines.
b) A soldier standing firm and ready for battle at the frontier.
c) A child playing freely in a park, unburdened by responsibilities.
d) A bird trapped in a cage, longing to be free and fly high.

VI. What does the poet imply about the art in the line 'The tigers in the panel that she made will go on prancing'? 1

a) Art is a timeless expression that outlives its creator, continuing to embody their spirit and desires.
b) The tigers symbolise Aunt Jennifer's fleeting empowerment, which will fade over time.
c) The panel is a temporary escape for Aunt Jennifer, offering solace only during her lifetime.
d) The permanence of the tigers in the panel contrasts with the transient nature of Aunt Jennifer's struggles.

8. Read the following extracts and solve ANY ONE of the given two, (A) or (B). 4x1=4

A. My three hundred dollars bought less than two hundred in old-style bills, but I didn't care; eggs were thirteen cents a dozen in 1894.
But I've never again found the corridor that leads to the third level at Grand Central Station, although I've tried often enough. Louisa was pretty worried when I told her all this, and didn't want me to look for the third level any more, and after a while I stopped; I went back to my stamps. But now we're both looking, every weekend…

(The Third Level)

I. What does Charley's indifference to the cost of old-style bills and his focus on the price of eggs in 1894 suggest about his view of the past? 1

II. Complete the sentence suitably. 1

Charley has been unsuccessful in finding the corridor to the third level despite ____.

III. Where is the irony in Louisa's reaction to Charley's search for the third level in this extract? 1

IV. Complete the following with a correct option based on the context in the extract. 1
The phrase 'I went back to my stamps' suggests _____.

a) finding comfort in a hobby that is familiar
b) choosing a new hobby to forget earlier pursuits
c) attempting to engage together in a new hobby
d) approaching a familiar hobby with enthusiasm

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OR

B. 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!

[Pause] (On the Face of It)

I. What does Mr. Lamb mean when he says, "No. Not the whole of you. Not of you"? 1

II. What might Derry be thinking during the pause after he insists, "Yes!"? 1

Choose the most appropriate option:

A. "Why doesn't he understand me?"

B. "He's pretending to care like everyone else."

C. "Maybe he really sees more than just my face."

D. "I should leave. He doesn't get it."

III. Fill in the blank with a suitable word: 1

Mr. Lamb's response suggests that he sees Derry's face as only one _____ of who he is.

IV. What does this exchange reveal about the emotional distance Derry feels and Mr. Lamb's attempt to bridge it? 1

9. Read the following extracts and solve ANY ONE of the given two, (A) or (B). 1x6=6

A. She said this in such a friendly manner that the rattrap peddler must have felt confidence in her.
'It would never have occurred to me that you would bother with me yourself, miss,' he said. 'I will come at once.'
He accepted the fur coat, which the valet handed him with a deep bow, threw it over his rags, and followed the young lady out to the carriage, without granting the astonished blacksmiths so much as a glance.
But while he was riding up to the manor house he had evil forebodings.
"Why the devil did I take that fellow's money?" he thought. "Now I am sitting in the trap and will never get out of it."

(The Rattrap)

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I. Which of the following best reflect the 'friendly manner' Edla exhibits toward the rattrap peddler as referred to in the extract? 1

1. Pay a compliment
2. Show kindness
3. Provide financial support
4. Be respectful
5. Speak in an excited tone

Select the most suitable option.

A. 1 and 5
B. 2 and 4
C. 1, 2 and 3
D. 3, 4 and 5

II. Fill in the blank with a correct option from those given in the brackets, based on the information in the extract. 1

The peddler threw the fur coat over his rags and followed Edla out to the carriage, _____ (enthusiastically / silently / reluctantly).

III. How did the peddler feel toward Edla after accepting the fur coat and making his statement? 1

A. He decided to humour her gesture.
B. He felt obligated to trust her kindness.
C. He remained unsure about her true intentions.
D. He recognised and appreciated her compassion.

IV. What might have been the most likely reason the blacksmiths were astonished when the peddler accepted the coat and left with Edla? 1

V. Justify that guilt was the primary cause of the peddler's sense of evil foreboding, based on the information in the extract? 1

VI. Complete the following suitably. 1

When the peddler says, "…I will never get out," his statement stems from his guilt over stealing ‘that fellow’s’ money and his fear that _____ .

OR

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B. “She thinks money grows on trees, don’t she, Dad?”, said little Derek, hanging on the back of his father’s chair.
Their mother sighed. Sophie watched her back stooped over the sink and wondered at the incongruity of the delicate bow which fastened her apron strings. The delicate-seeming bow and the crooked back.
The evening had already blacked in the windows and the small room was steamy from the stove and cluttered with the heavy-breathing man in his vest at the table and the dirty washing piled up in the corner. Sophie felt a tightening in her throat. She went to look for her brother Geoff.

(Going Places)

I. Fill in the blank by choosing the correct option from those given in the brackets. 1

The literal meaning conveyed via the phrase ‘the evening had already blacked in the windows’ is the_____ (arrival of night / shadow over ambitions).

II. What was mother most likely thinking when she sighed? 1

1. "Life would have been different if money did grow on trees!"
2. "I wish he would stop troubling my dear Sophie."
3. "We can only wish; we’ve never had enough anyway."
4. "I’m too tired to respond to such comments anymore."
5. "Our struggles will never end; no matter what Sophie dreams of."

Select the most suitable option.

A. 1, 3 and 5
B. 2, 4 and 5
C. 1 and 4
D. 2 and 3

III. The delicate bow on Sophie’s mother’s apron and her crooked back highlights the theme of _____. 1

A. appearance vs. reality
B. resilience through hardship
C. the fragility of youth
D. the complexity of familial love

IV. The line from the extract that correctly captures Sophie’s emotional response to the contrast between her dreams and the limitations of her current circumstances is ‘_____.’ 1

V. What does the writer emphasise by associating the term ‘cluttered’ with ‘heavy breathing’? 1

VI. How does the setting of the room contribute to the mood of the extract? 1

Please note that the assessment scheme of the Academic Session 2024-25 will continue in the current session i.e. 2025-26

10. **Answer any five of the following six questions in 40 50 words each :** 5x2=10

I. What role does the French language played in 'The Last Lesson', in the context of the narrator's feelings towards it? 2

II. What lesson can individuals learn from Douglas's experience in overcoming his fear of water? (Deep Water) 2

III. Based on what Keats' suggests in 'A Thing of Beauty,' how can recognising the lasting value of beauty help someone in the real world cope with challenges or difficulties? 2

IV. What does the reference to fishermen not harming whales and the man gathering salt looking at his hurt hands signify in the poem? (Keeping Quiet) 2

V. How does Rudyard Kipling's refusal to be interviewed point towards the intrusive and unwelcome nature of interviews? (The Interview I & II) 2

VI What is the significance of a narrator in 'Lost Spring' as opposed to a plain narrative? 2

11. **Answer any two of the following three questions in 40 -50 words each :** 2x2=4

I. How can participating in educational programmes like 'Students on Ice', which take students to places like Antarctica, help raise awareness about the impact of geological changes and environmental issues? (Journey to the End of the Earth) 2

II. What does Zitkala-Sa's description of being 'tossed about in the air like a wooden puppet' reveal about her feelings of powerlessness and cultural displacement? (The Memories of Childhood: The Cutting of My Long Hair) 2

III. What does Derry's remark, "Think, you might have been blinded, or born deaf, or have to live in a wheelchair...," reveal about his perspective on how people console others? (On the Face of It) 2

12. **Answer any one of the following two questions, in about 120-150 words.** 1x5=5

A How do 'Indigo' by Louis Fischer and 'The Roadside Stand' by Robert Frost, highlight the theme of exploitation, and what similarities do they reveal about the plight of marginalised communities?

OR

B How can the character of the office boy in 'Poets and Pancakes,' who harbours dreams, be compared to Sophie from 'Going Places,' who is quite aspirational? Consider their ambitions and the obstacles they face in their respective

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environments.

13. Answer any one of the following two questions, in about 120-150 words 1x5=5

A Justify how Sadao's character arc is more central to the moral dilemma in the 'The Enemy' as opposed to Hana's.

OR

B Analyse how the narrative technique used in 'The Tiger King', enhances the impact of the story on the reader.

Please note that the assessment scheme of the Academic Session 2024-25 will continue in the current session i.e. 2025-26

ENGLISH CORE -Code No. 301
MARKING SCHEME
CLASS-XII-(2025-26)

General Instructions: -

1. The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, then due marks should be awarded accordingly.
2. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question".
3. If more than one option is mentioned in the answer of multiple choice questions, then no marks to be awarded.

	SECTION A: READING SKILLS (22 marks)	
1. Answer the following questions, based on the passage above. (Literary Passage**)**		**12**
I	'...the small bundle of shivers growing afraid of it all...'	**1**
II	…that the sea is a wild, untamed, and menacing force / contribute to the ominous atmosphere of the scene / amplifying the sense of danger that Pip feels	**1**
III	D) Pip's knowledge of the surrounding area [a) speaks of a scene in a place that feels cold, oppressive, and dangerous, which heightens Pip's sense of fear and helplessness. b) creates a feeling of menace due to the man's appearance, reinforcing Pip's fear and powerlessness in the situation. c) shows his terror and helplessness. d) is the Key because it refers to qualities that would imply Pip is capable and confident, which contradicts the idea of vulnerability.]	**1**
IV	B) threat [caution would be advice; prediction would involve stating what will happen in the future and an announcement would be a formal declaration. The Key is b) 'threat' as it directly communicates a potential consequence of harm or punishment.]	**1**
V	(Any one) ▪ Being soaked in water and smothered in mud, which are physical conditions that typically cause discomfort) ▪ Limping, which indicates possible injury or physical strain, contributing to discomfort. ▪ Shivering and teeth chattering, which suggests cold or nervousness, both of which are associated with discomfort.	**1**
VI	C) Answer the question [The phrase is not specifically asking for increased volume or referring to a physical action like opening the mouth. The phrase is urging Pip to give a verbal response.]	**1**

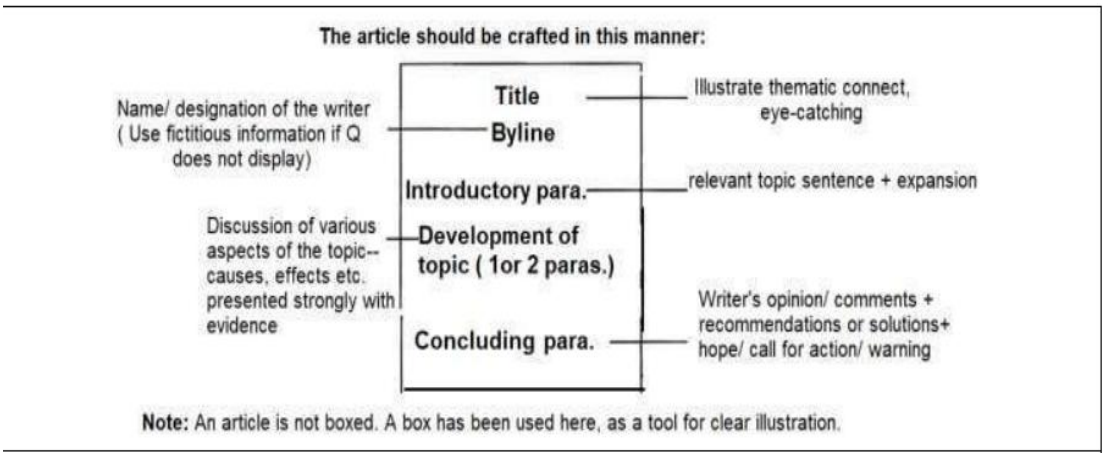
VII	It suggests that the man was extremely hungry.	**1**
VIII	It suggests that he is trying to gather information about Pip's family. When he asks about Pip's mother and looks over his shoulder, it shows he is possibly evaluating his surroundings or considering where Pip's family might be, perhaps to assess if anyone is around to stop him and contemplating the best way to proceed without interference.	**2**
IX	It increases the tension by emphasising the power dynamic between them. Pip is physically tilted backward, which makes him feel small and defenseless. This action not only makes Pip vulnerable but also intensifies the fear he feels. The man's control over Pip's position enhances the sense of intimidation, creating a more fearful and uneasy atmosphere in the scene.	**2**
X	A) Pip's encounter with a frightening man who demands information [a) directly addresses the core of the scene, where the man's aggressive behavior and questioning of Pip create tension and fear. b), though relevant to the setting, is more of a background detail than the main focus. c) could have been possible, but it is more of an internal reaction of Pip rather than the central idea of the extract. d), doesn't capture the primary conflict of the scene and the family context is just briefly mentioned.]	**1**
2.	**Answer the following questions, based on given passage.**	**10**
I	B) To explore patterns in career aspirations and the factors influencing them	**1**
II	Representative	**1**
III	Start-ups/Family Business	**1**
	For the Visually Impaired Candidates	
	…capturing diverse perspectives from individuals of varying genders, socio-economic statuses, educational backgrounds, and career stages.	**1**
IV	C) Service professions have a higher percentage of respondents marking them as 'Highly Preferred' compared to corporate jobs.	**1**
	For the Visually Impaired Candidates	
	A) They allow individuals to independently make decisions and innovate.	**1**
V	A corporate job is better suited for Riya because it provides financial stability through a steady salary and offers structured career paths with clear opportunities for growth. Start-ups, on the other hand, often involve higher risks, irregular income, and less defined progression, which may not align with her preference for stability and predictability. (Response requires reason for corporate job -1 m + reason why start-up / family business is unsuitable- 1 m)	**2**
VI	D) Difficulty in finding experienced professionals to guide career paths	**1**
VII	Further studies on emerging industries would provide insights into new and evolving career opportunities, helping youth align their aspirations with market demands. Research on technological advancements could highlight tools like virtual training platforms, AI-driven career guidance, and remote work technologies, making career resources more accessible. (Response requires explanation for emerging industries -1 m + technological advancements - 1 m)	**2**

VIII	b) The impact of gender on career preferences	**1**
SECTION B-CREATIVE WRITING SKILLS (18 marks)		
3.	▪ Format :1 Box, name of issuing authority- organisation/ agency (top centre), NOTICE (centre), date of issue (aligned left) Authorisation name, designation & signature (bottom left) NOTE-full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing. ▪ Content: 2 ▪ Accuracy of Spelling and Grammar: 1	4
4.	Format – 1 Content -2 Accuracy of spelling and grammar -1 A-(Letter type formal / third person) B-(Letter type formal, first/ third person)	4
5.	A. Letter to the Editor ▪ Format: 1 (Note -use of 'Yours truly' at close) ▪ Organisation of Ideas: 1 ▪ Content: 2 As per cues + ideas ▪ Accuracy of Spelling and Grammar :1 B. Job Application ▪ Format: 1 ▪ Organisation of Ideas: 1 ▪ Content: 2 → Covering Letter • Reference to the advertisement • Conveying suitability for the position (as advertised) • Submission of application → Bio data as separate enclosure • Profile of self • Educational Qualifications (include advertised requirements) • Work experience/s (if relevant) • References • Any other relevant information ▪ Accuracy of Spelling and Grammar :1	5
6.	Format: 1 Organisation of Ideas: 1 Content: 2 Accuracy of Spelling and Grammar :1	

Article Writing

Format
• Title & By line

Organisation & Content:

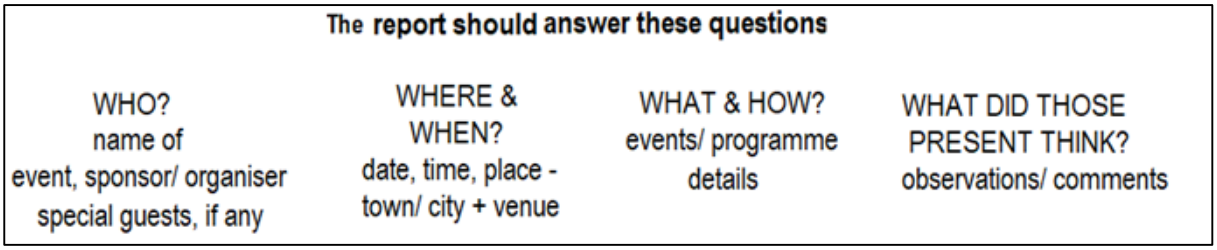


Report Writing

Format
- Headline & By line
- Reporting place and date

Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts)

Organisation & Content:



	SECTION C-LITERATURE (40 marks)	
7	**Read the following extracts and solve ANY ONE of the given two, (A) or (B)**	**6**
A		
I	(Any two) she is frail, aged, in a declining physical condition, vulnerable, weakening health, lacks vitality	**1**
II	sudden	**1**

III	It introduces a contrast of vitality, joy and exuberance against the sombre and reflective mood created by the imagery of the mother's frailty.	**1**
IV	(Any one) certainty of mortality / inevitability of death / transient nature of life	**1**
V	C) Overwhelmed by a sense of anguish	**1**
VI	B) The poet makes exclusive use of melancholic imagery in the given lines. [a) True: The 'ashen face' compared to a 'corpse' suggests the speaker's fear of mortality and loss. b) False: While melancholic imagery ('ashen face' etc.) is present, the poet also uses vibrant imagery ('young trees sprinting' and 'merry children spilling') to create a contrast. Thus, melancholic imagery is not used exclusively. c) True: The internal conflict of hiding her sadness resonates deeply with human relationships. d) True: Universal themes such as aging, mortality, and the passage of time make the extract relatable to readers.]	**1**
	OR	
B		
I	The phrase suggests that Aunt's life has been filled with struggles shaped by fear, anxiety, and oppression / The phrase signifies her emotional and psychological state, shaped by years of fear and oppression	**1**
II	…the enduring power of Aunt Jennifer's creative spirit, even after her death	**1**
III	The tigers in the panel are bold, fearless, and free, symbolising strength, courage, and confidence. In contrast, Aunt's life is marked by fear, struggle, and oppression, which prevents her from living with the same power and freedom that her tigers represent.	**1**
IV	wedding band on her finger	**1**
V	C) A child playing freely in a park, unburdened by responsibilities.	**1**
VI	B) Art is a timeless expression that outlives its creator, continuing to embody their spirit and desires. [a) is correct because the poet prevails upon the enduring nature of art in this line, as the tigers, symbolising fearlessness and freedom, will persist even after Aunt Jennifer's death. This highlights how art immortalises the creator's emotions, aspirations, and essence, transcending the limitations and constraints of their mortal life. Option b) - d) incorrectly focus on the transience of art or misinterpret the tigers' symbolism.]	**1**
8.	**Read the following extracts and solve ANY ONE of the given two, (A) or (B)**	**4**
A.		
I	Charley's indifference to the cost of old-style bills and his focus on the cheap price of eggs in 1894 shows that he values the simplicity and affordability of the past, where things were less expensive and more relaxed.	**1**
II	frequent efforts at locating it	**1**

III	The irony lies in the fact that Louisa initially worries and urges Charley to stop searching for the third level, but later, both of them end up looking for it together every weekend. [Her initial worry about Charley's obsession with the third level contrasts with her eventual participation in the same quest, which creates an ironic shift in her behaviour]	**1**
IV	a) finding comfort in a hobby that is familiar	**1**
B		
I	Mr. Lamb means that Derry's appearance is not his whole identity. He sees beyond the scarred face to the person within and wants Derry to understand that he is more than what people see on the surface.	**1**
II	Correct option: c) "Maybe he really sees more than just my face." The pause suggests Derry is processing Mr. Lamb's words, possibly reconsidering his belief that no one sees beyond his disfigurement.	**1**
III	Mr. Lamb's response suggests that he sees Derry's face as only one aspect of who he is.	**1**
IV	The exchange reveals that Derry feels deeply misunderstood and defined by his appearance, while Mr. Lamb tries to connect with him on a human level by challenging Derry's belief that no one can see beyond his scar.	**1**
9.	**Read the following extracts and solve ANY ONE of the given two, (A) or (B)**	**6**
A		
I	B) 2 and 4 [b) is correct because Edla's entire demeanor toward the rattrap peddler is built on kindness (2) and she does not look down on him despite his being a vagabond, treating him with respect (4). Her tone is formal not casual / excited (5) , doesn't offer money(3) and there is no evidence of any compliment paid (1) hence a) , c) and d) are incorrect.]	**1**
II	silently	**1**
III	D) He recognised and appreciated her compassion. (This shows genuine appreciation and trust, not just politeness or obligation. His willingness to go with her and accept the fur coat without resistance indicates that he feels seen and valued—something he likely hasn't experienced in a long time.) (a) implies insincerity, which isn't supported by the extract ; (b) The extract doesn't suggest obligation; his response feels voluntary. (c) There is no sign of doubt or suspicion in his words or actions at that moment.	**1**
IV	Because the peddler, a poor vagabond in rags, was treated with respect and generosity by Edla, which was an unusual gesture of kindness for someone of his status.	**1**
V	Because his thoughts explicitly reveal regret and anxiety about stealing the 'fellow's' money / show that his guilt over the theft is weighing heavily on him This self-awareness and fear of being caught clearly stem from his guilt, making it the primary driver of his forebodings.	**1**
VI	…Edla's kindness and the situation at the manor house might lead to his exposure as a thief	**1**

B		
I	arrival of the night	**1**
II	A) 1, 3 and 5 [Option a) is correct because (1) aligns with the tone of resignation and wistfulness in the mother's sigh. (3) is a direct reflection of their financial hardships. The mother's sigh likely conveys her acceptance of the reality that money has always been scarce for their family. (5) mother's awareness of the impracticality of Sophie's grand dreams given their circumstances. (2) doesn't fit as the context does not indicate the mother perceives Derek's remark as 'troubling Sophie.' (4) suggests irritation or fatigue but mother's sigh in this context appears more reflective of their financial struggles and her resignation]	**1**
III	A) appearance vs. reality [The delicate bow on Sophie's mother's apron symbolises grace and beauty, whereas her crooked back represents the harsh realities of her life, such as physical toil and hardship.]	**1**
IV	Sophie felt a tightening in her throat.	**1**
V	The writer emphasises the oppressive and suffocating environment of Sophie's household. The heavy breathing of her father is not just a physical sound but a metaphorical representation of the overwhelming weight of fatigue, labour, and monotony that dominates their lives. [The word 'cluttered' conveys a sense of overcrowding and disorder, suggesting that even intangible elements like exhaustion and hardship fill and overwhelm the small, confined space of their home.]	**1**
VI	The setting of the room, which is cluttered and steamy from the stove, creates a sense of discomfort and hardship. This contributes to the mood of weariness and tension in the family's daily life, which Sophie is acutely aware of.	**1**
10.	**Answer ANY FIVE of the following six questions in 40 50 words each:** **1 -Content 1- Expression ½ -1 deducted from overall, for Accuracy**	**5 x 2 = 10**
I	The narrator's feelings towards the French language shift from indifference to deep appreciation and respect when it is no longer allowed to be taught. Also, French, in the story, symbolises the loss of freedom and the imposition of foreign control over the region. Therefore, the narrator's sense of loss and regret reflects the emotional impact of this change.	**2**
II	Individuals can learn that fear can be overcome through perseverance, determination, and gradual exposure to the source of fear. Douglas's experience teaches that facing challenges step by step, with proper guidance and practice, allows one to conquer even the most deep-seated fears, leading to personal growth and freedom.	**2**

III	Keats portrays beauty as something that 'will never pass into nothingness,' implying that, unlike fleeting material comforts, beauty offers lasting emotional and psychological support. In the real world, during times of hardship, turning to the enduring beauty of nature, art, or meaningful experiences can provide a sense of peace and restoration OR Just as Keats speaks of beauty creating a 'bower quiet' and offering 'sweet dreams,' recognising beauty in our surroundings or lives can act as a refuge from stress, offering perspective and a sense of tranquility. This connection with beauty can help shift focus from negativity and provide hope, strength, and a reminder that there is always something uplifting to turn to, even in the toughest times.	**2**
IV	The reference signifies a pause in exploitative and destructive human activities. It reflects the poet's call for introspection and awareness of the harm humans cause to nature and themselves. By pausing, the fishermen and the salt gatherer are shown as reconnecting with their humanity and reflecting on their actions.	**2**
V	Kipling's refusal highlights the invasion of privacy that often accompanies public life. The refusal shows that the value of an individual's work or thoughts should not be reduced to a commercial or public spectacle. Kipling's stance emphasises the discomfort and control that is often stripped away during the process of an interview.	**2**
VI	The narrator in Lost Spring adds depth and empathy, offering critical insights into Saheb and Mukesh's struggles within systemic poverty. Unlike a plain narrative, the narrator reflects on social inequalities and privileges, making readers more emotionally engaged. Her observations contextualise the boys' lives within broader social issues, urging reflection and creating a more impactful critique of injustice.	**2**
11.	**Answer ANY TWO of the following three questions in 40 50 words each.** **1 -Content 1- Expression ½ -1 deducted from overall, for Accuracy**	**2 x 2 =4**
I	Programmes like 'Students on Ice' provide hands-on experiences, allowing students to witness environmental changes firsthand. This immersive learning fosters a deeper understanding of geological shifts and the importance of addressing climate change, encouraging informed action and advocacy for the planet's future. It also inspires a sense of responsibility in young people to actively contribute to sustainability and environmental conservation.	**2**
II	The comparison to a puppet suggests that she is being manipulated by external forces, unable to act according to her own will. This metaphor point towards her feelings of being dehumanised and treated like an object rather than a person with free will. It also reflects the broader theme of cultural displacement, as she is forced into an environment where her Native American identity is undermined, and she must comply with the rigid rules of the boarding school.	**2**
III	This remark reflects Derry's frustration with the way people console others by comparing struggles. He feels such comparisons dismiss his pain, highlighting his sensitivity and resentment toward invalidating his personal experiences. It shows his	**2**

	desire to be understood for his individual challenges rather than being generalised or pitied.	
12.	**Answer ANY ONE of the following two questions, in about 120-150 words.** **Content 2 Expression 2 Accuracy 1**	

A.

While 'Indigo' delves into the economic and systemic oppression of sharecroppers by British landlords, 'The Roadside Stand' highlights the plight of rural people exploited by urban elites and a neglectful system. Both works emphasise the imbalance of power and the struggles of those at the bottom of the societal hierarchy.

In 'Indigo', the exploitation of Champaran's peasants is evident in the oppressive sharecropping system, where British landlords forced them to grow indigo on a portion of their land and unfairly profited from it. Similarly, 'The Roadside Stand' portrays a countryside inhabitant selling their goods by the roadside, hoping for a fair chance at economic survival. Their disappointment reflects the false promises of development, as urban buyers and authorities fail to address their needs, leaving them trapped in poverty.

Both texts reveal a shared truth—exploitation persists when power dynamics remain unchecked, and progress often bypasses those who need it most. While Gandhi's efforts in 'Indigo' offer a path of hope through resistance, Frost's poem serves as a poignant reminder of the ongoing neglect faced by rural communities. Together, they highlight the importance of empathy, equity, and advocacy in combating exploitation.

B·

In both 'Poets and Pancakes' and 'Going Places', the characters of the office boy and Sophie share common traits of ambition and dreams that surpass their immediate realities.

The office boy, like Sophie, dreams of achieving something greater—he aspires to be a star actor, director, or writer, but is stuck in a subordinate role in the make-up department. Similarly, Sophie dreams of running a boutique or becoming an actress, yet is constrained by financial limitations and family's expectations. Both characters, despite their seemingly humble positions, hold onto lofty dreams that offer them an escape from their current circumstances.

However, while Sophie is often dismissive of the practicality of her ambitions, focusing instead on grand ideals, the office boy seems more realistic in his understanding of the obstacles he faces, despite his unfulfilled aspirations.

Both characters represent dreams and ambitions constrained by their environments. While their pursuits are met with limitations, they reflect the universal desire to transcend one's current situation and achieve something greater.

13.	**Answer any one of the following two questions, in about 120-150 words.** **Content 2 Expression 2 Accuracy 1**	**1 x 5 =5**

A·

Sadao's character arc in 'The Enemy' is central to the moral dilemma of the story. Initially, Sadao is deeply loyal to his country and driven by a sense of patriotism, yet he is a doctor sworn to

preserve life. When the American prisoner washes ashore, Sadao's internal conflict emerges—should he help an enemy soldier, risking his own safety, or adhere to his nationalistic duty.
As the story progresses, Sadao's arc moves from hesitation and reluctant duty to genuine compassion for the soldier. He goes beyond his initial patriotic impulses, deciding to save the life of the wounded man, showing his internal growth and moral courage. His arc symbolises the triumph of humanity over nationalism, as he eventually values the life of an individual over political allegiances.
In contrast, Hana's transformation is subtler. While she starts with fear and repulsion, her compassion grows, but she does not undergo the same profound transformation as Sadao. Her evolution is more passive, as she supports her husband's decision rather than leading it.
Thus, Sadao's arc is more central to the story's moral conflict.

B.

The satirical tone is central to the narrative, as Kalki uses humour and irony to critique the Maharaja's blind obsession with fulfilling a prophecy. Through exaggerated events, such as the Maharaja's declaration to kill 100 tigers or the astrologer's dramatic predictions, the narrative highlights the absurdity of human arrogance and misplaced priorities.
The detached third-person omniscient narrator adds to this effect, providing sardonic commentary on the Maharaja's actions, which invites readers to critically evaluate his decisions rather than empathise with him.
The use of foreshadowing and dramatic irony keeps the reader engaged. The prophecy of the 100th tiger causing the Maharaja's death looms over the narrative, creating anticipation and humour as the Maharaja ironically believes he can outwit fate.
The ultimate twist, where a wooden tiger indirectly causes his death, adds a layer of poignant irony.
Additionally, Kalki critiques human folly and power through the dialogues, hyperbole, and absurdities of the plot, leaving readers entertained yet reflective.

SAMPLE QUESTION PAPER
ENGLISH CORE (Code No. 301)
CLASS-XII-(2024-25)

Time allowed: 3 Hrs. **Maximum Marks: 80**

General Instructions

Read the following instructions very carefully and strictly follow them:

i. This question paper has 13 questions. All questions are compulsory.
ii. This question paper contains three sections:
Section A: Reading Skills,
Section B: Creative Writing Skills
Section C: Literature.
iii. Attempt all questions based on specific instructions for each part. Write the correct question number and part thereof in your answer sheet.
iv. Separate instructions are given with each question/part, wherever necessary.
v. Adhere to the prescribed word limit while answering the questions.

SECTION A
READING SKILLS (22 marks)

1. Read the following passage carefully: **12**

(1) In a room filled with people, each face illuminated by the soft glow of their smartphones, moments drift away like autumn leaves in the wind. The constant hum of notifications fills the air, punctuating conversations like an incessant drumbeat. Every vibration or ping sends fingers flying to screens, a response ingrained by years of digital conditioning. The once-reliable tick-tock of analog timepieces has been overshadowed by the constant flicker of notifications on the wrist watch, blurring the boundaries between the virtual and the real.

(2) Anxiety gnaws at the edges of consciousness when the phone is out of reach, a phantom limb syndrome that leaves us feeling incomplete without our digital appendage. The fear of missing out permeates every moment spent away from the screen, driving us to constantly check for updates and notifications.

(3) Thumbs move with the speed and precision of skillful pianists, tapping out messages and scrolling through feeds with practiced ease. Yet amidst the flurry of activity, the true rhythm of life remains unheard, drowned out by the dissonance of digital noise. The weight of constant connectivity forms a hunch upon our shoulders, a physical manifestation of the burden we carry in an age of information overload. Our minds are perpetually on high alert, scanning for the next wave of excitement that comes with each like, share, or comment.

(4) And yet, for all our efforts to stay connected, we find ourselves increasingly isolated in a sea of digital faces. Genuine connections are fleeting, drowned out by the constant clamour for attention. In the pursuit of digital validation, we sacrifice the wealth of lived experience, trading meaningful moments for fleeting glimpses of connection. The true essence of life lies not in the pixels on a screen, but in the depth of human connection and the richness of shared experiences

(5) As we navigate this brave new world of constant connectivity, let us not forget the value of presence and the beauty of being fully engaged in the moments that matter most. For in the end, it is not the number of likes or followers that defines us, but the depth of our connections and the richness of our experiences that truly matter.

Created for Academic Usage / 421 words

Answer the following questions, based on the passage above.

I. According to paragraph 1, what effect do smartphone notifications have on the people in the room? 1

II. How does the author use the metaphor of 'autumn leaves in the wind' to interpret the passing of time in the setting described? 1

III Read and complete the following sentence suitably. 1
The phrase '*a phantom limb syndrome that leaves us feeling incomplete without our digital appendage'* suggests that just as an amputee might feel pain in a limb they no longer have, individuals can feel a sense of loss or incompleteness when they are separated from their digital devices.
Choose the correct response from the two options to complete the sentence.
The concern this analogy points towards is about _____.

A. a deep (psychological) dependence on technology for a sense of wholeness or connection
B. excessive physical damage that can be caused due to constant use of digital devices

IV Complete the following suitably with ONE advantage, with reference to paragraph 2.
Designating specific hours each day to intentionally avoid checking digital devices can help _____. 1

V Why does the writer refer to digital noise as 'dissonance' in paragraph 3? 1
Because-

A. It creates a jarring and chaotic environment that disrupts focus.
B. It contributes to a sense of overload, overwhelming the senses.
C. It interferes with our ability to engage with meaningful aspects of our life.
D. It induces stress by interrupting with regular updates about the device.

VI. Provide ONE textual evidence with reference to paragraph 3, to prove the following: 1
The need to be perpetually engaged with digital notifications manifests in the body.

VII. In the line, 'Yet amidst the flurry of activity, the true rhythm of life remains unheard…,' what does the phrase 'true rhythm of life' refer to? (Paragraphs 3-4) 2

VIII Complete the analogy with ONE word from paragraph 4. 1
whisper: quietly: _____: loudly

A. validation
B. fleeting
C. essence
D. clamour

IX Why is it fair to say that the statement 'And yet, for all our efforts to stay connected, we find ourselves increasingly isolated in a sea of digital faces' from paragraph 4, employs irony? 1

A. Despite the intent to connect more effectively, the result is the opposite.
B. The writer mocks the seriousness with which people approach digital connectivity.
C. The writer exaggerates the effects of digital connectivity to highlight its impact.
D. Use of 'a sea of digital faces' to symbolically represent digital platforms.

X Assess the potential challenges OR benefits of relying on survey outcomes for designing health interventions, as outlined in paragraph 5. 2

2. Read the following carefully. **10**

(1) Introduction:
In the hasty lifestyle of today's world, the choice of snacks can greatly impact one's health and well-being. This case study aims to analyse the preference for seasonal fruits compared to packaged snacks among different age groups and the implications for overall health.

(2) Methodology:
A survey was conducted among individuals across various age groups, ranging from children to seniors, to determine their snacking preferences. Participants were asked to indicate their preferred snack choices and provide reasons for their preferences. The data was then analysed to identify trends and patterns among different age demographics.

(3) Survey Examination:
The survey encompassed a comprehensive examination of snacking habits, including not only preferred snack choices but also delving into the underlying motivations and influences guiding these choices. Beyond mere preference, participants were encouraged to articulate the reasons behind their selections, providing invaluable insights into the multifaceted nature of snacking behavior.

(4) Results:
The survey results revealed interesting insights into snacking preferences among different age groups:

Age-group	%	Preferred snack	Reasons for preference
Children	77	Seasonal fruits	Taste, Health benefits, Parental guidance
Teenagers	65	Packaged snacks	Convenience, Taste, Peer influence
Young adults	52	seasonal fruits and packaged snacks	Transitional lifestyle(college, beginning careers, and establishing independence), Health consciousness, Convenience
Middle-aged	83	Seasonal fruits	Freshness, Nutrition, Health consciousness
Elderly	90	Seasonal fruits	Health benefits, Digestive ease

(5) Implications for Interventions:
By discerning the diverse preferences among different age groups, policymakers and health practitioners can tailor interventions to address specific demographic needs. For instance, targeting educational campaigns towards parents could empower them to instill healthy eating habits in their children from an early age. Concurrently, efforts to mitigate the

influence of advertising and peer pressure on teenagers could involve regulatory measures and educational initiatives aimed at promoting critical thinking and informed decision-making. Furthermore, the prominence of seasonal fruits as a preferred snack choice among middle-aged adults and senior's points towards the importance of promoting access to fresh produce and nutritional education across all age demographics.

(6) Conclusion:

The survey outcomes serve as a roadmap for designing targeted interventions that not only cater to diverse demographic needs but also nurture a culture of health and well-being. By harnessing the insights gleaned from this study, stakeholders can collaboratively work towards building healthier communities and promoting sustainable practices for generations to come.

Created for Academic Usage / 315 words

Answer the following questions, based on given passage.

I. Complete the following suitably. 1

In the introduction, the researcher links a hasty lifestyle with the choice of snacks in the study to highlight_____.

II. What would the following be classified as? 1

To examine snacking preferences across various age groups in detail, and assess health implications.

Select the appropriate response.

A. Primary purpose B. Secondary objective
C. Method of analysis D. Research outcome

III. Give **two** points to support why it is likely that fresh fruits were given as an option to the survey participants to choose from in the study on snacking preferences. 2

IV. Paragraph 3 includes words – 'motivations' and 'influences.' 1

Classify the following sentences as 'influence' or 'motivation':

Sentence 1: Peer pressure leads teenagers to prefer packaged snacks over healthier options.

Sentence 2: The drive to maintain health as one ages makes middle-aged adults to choose seasonal fruits.

V. **Read the following:** 1

Seema regularly enjoys snacking on chips and cool drinks while watching movies. Mohan, her neighbour, prefers to snack on oranges and also some nuts occasionally. Arindam, who lives across, often tends to eat a mix of carrot sticks and instant noodles, in between meals.

Select the option that identifies the correct demographic Seema, Mohan and Arindam belong to.

A. Seema – young adult; Mohan – teenager; Arindam -middle-age
B. Seema - teenager; Mohan – middle-age; Arindam -child
C. Seema – young adult; Mohan – child; Arindam - teenager
D. Seema - teenager; Mohan – elderly; Arindam -young adult

VI. Although children, middle-aged, and elderly groups all prefer seasonal fruits, why is the preference percentage highest among the elderly? 1

VII. Analyse how targeted interventions based on the diverse snacking preferences of different age groups can lead to improved health outcomes. (Paragraph 5) 2

VIII What is the ultimate goal for stakeholders, based on the insights from the study? 1

A. Increase profitability through enhanced snack marketing
B. Building healthier communities
C. Reducing the cost of healthcare services
D. Expanding the range of available snack product

SECTION B
CREATIVE WRITING SKILLS (18 marks)

3. Attempt **any one** of the two, (A) or (B), in about 50 words **1x4=4**

A. Your school is planning to conduct an inter-class seminar on the topic–The Importance of Mental Health–to create awareness in adolescents. As the head of the organising committee, write a notice to inform all students about the seminar and invite registrations from classes XI-XII. Include other necessary details. Put your notice in a box.

OR

B. Your school is organising an inter-House webinar on enhancing coding skills, As the President of the Computer Club, write a notice to inform all House members from IX-XII about the webinar and specify the number of registrations invited per House. Include other necessary details. Put your notice in a box.

4. Attempt **any one** of the two, (A) or (B), in about 50 words. **1x4=4**

A. Draft an invitation in not more than 50 words from Vani Gopalan, Chief Project Officer of an NGO, for the launch of the 'Each One Teach One' programme, addressed to school Principals and Coordinators. Mention a compelling highlight of the programme along with other necessary details

OR

B. An invitation had been issued by Mr. Cherian, the HR Head of your company inviting you for the company picnic. As Joseph Vijayan, Asst. Manager, Operations, draft a reply in not more than 50 words, consenting to attend.

5. Attempt **any one** of the two, (A) or (B), in 120 150 words **1x5=5**

A. Financial literacy is increasingly recognised as a crucial 21st-century skill for young individuals. Write a letter to the editor of a local daily discussing the benefits of providing financial literacy education to children. Also, suggest effective ways to raise awareness about the importance of this education among parents and guardians. You may use some of the given cues along with your own ideas to draft the letter. You are a counsellor, Chitra Mahapatra from Puri, Odisha.

- What are the long-term benefits of learning financial independence from a young age?
- Why is understanding the power of finances beneficial for young learners?
- Why skills learned during childhood tend to have a lasting impact.

OR

B. You are Maya Syiem from Shillong. You read the given advertisement and wish to apply for the post advertised. Write this job application along with your bio-data.

Join our Creative Team!
A renowned publishing house in Shillong
–A NEW WORLD–
is seeking a talented illustrator for children's books.
Creative individuals with a passion for storytelling through art, welcome.
Experience, not mandatory.
Team players with degree/ diploma in Fine Arts/ Graphic Design may apply with 5 samples from portfolio illustrating a variety of work.
Write to the Project Lead, 23-C Rosewood Lane, Shillong-793005

Attempt **any one** of the two, (A) or (B), in 120 150 words **1x5=5**

6.

A. In an era of rapid globalisation and technological advancement, the preservation of cultural heritage remains a vital challenge, particularly for the youth. India continues to navigate the complexities of maintaining tradition alongside modernity. Write an article exploring the role of cultural heritage in shaping the identities of today's Indian youth. Provide examples to illustrate your points wherever necessary. You may use some of the given cues along with your own ideas. You are Arti Nirula of Class XII-A.

- How have global interactions and technologies influenced or changed these traditional practices among today's youth?
- What are the benefits of preserving cultural heritage for young people? How does it contribute to their sense of identity and community?
- Suggest ways in which young people and institutions can work together to ensure the preservation of cultural heritage.

OR

B. You are Hina Aziz, student of Class XII-D and a member of the school magazine editorial board. Write a comprehensive report detailing the activities undertaken by students as part of the celebrations on Yoga Day. Include descriptions of the events, participation details, and the overall impact of these activities on the school community. You may organise your report by following - Who - What – When – Where – Why – How

SECTION C

LITERATURE (40 marks)

7. Read the following extracts and answer the questions for any one of the given two-A or B **1x6=6**

A Those who prepare green wars,
wars with gas, wars with fire,
victory with no survivors,
would put on clean clothes
and walk about with their brothers
in the shade, doing nothing. (poem - *Keeping Quiet*)

I. What is a common outcome of all the wars described?

II What does the imagery of 'walking about with their brothers in the shade' primarily represent?

A. The readiness for further conflicts.
B. A return to normal activities post-conflict.
C. A moment of unity and peaceful reflection.
D. The physical environment of a typical war zone.

III. Complete the following suitably.
The putting on of 'clean clothes' by the warmongers, symbolises_____.

IV. Select the correct option from those given in brackets, to fill in the blank.

The excerpt tells us that the speaker _____ (condemns / glorifies) the destructive nature of modern warfare.

V. Read the assertion and the reason below, with reference to the given extract.

Assertion: The poet advocates for 'doing nothing' as a way to prevent the devastation of war.
Reason: 'Doing nothing' refers to a time for stopping any action for a few moments.

Choose the correct option regarding their relationship.

A. Both the assertion and the reason are true, and the reason is the correct explanation of the assertion.
B. Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.
C. The assertion is true, but the reason is false.
D. The assertion is false, but the reason is true.

VI. How can the message in the excerpt, about the outcome of wars be applied to promote peace?

OR

B While greedy good-doers, beneficent beasts of prey,
Swarm over their lives enforcing benefits

That are calculated to soothe them out of their wits,
And by teaching them how to sleep they sleep all day,
Destroy their sleeping at night the ancient way. *(poem-The Roadside Stand)*

I Select the phrase that suggests the following:
The so-called aids are not offered out of genuine care or consent but are imposed in a controlling and perhaps unwelcome manner.

II What does the imagery of 'swarm' NOT represent in the given extract?

A. Coordinated help B. Overwhelming force
C. Discomfort and chaos D. Neglect of individual needs

III Complete the following suitably.

In the line, 'destroy their sleeping at night the ancient way,' the phrase 'the ancient way' refers to_____.

IV. Select the correct option from those given in brackets, to fill in the blank.

The poet has used phrases like 'greedy good-doers' and 'beneficent beasts of prey' to illustrate the _____ (irony/satire) in the situation where those claiming to help the rural poor actually impose self-serving and detrimental actions on them.

V. Read the assertion and the reason below, with reference to the given extract.

Assertion: The poet criticizes the way the rural poor are treated by benefactors, suggesting it instills ambition.
Reason: The interventions are overwhelmingly calming and lead to a loss of critical thinking among the rural poor.
Choose the correct option regarding their relationship:

A. Both the assertion and the reason are true, and the reason is the correct explanation of the assertion.
B. Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.
C. The assertion is true, but the reason is false.
D. The assertion is false, but the reason is true.

VI. State in one sentence, what cautionary advice your address to the rural poor from the extract, is most likely to include.

8. Read the following extracts and answer the questions for any one of the given two, (A) or (B) 4x1=4

A. To visit Antarctica now is to be a part of that history; to get a grasp of where we've come from and where we could possibly be heading. It's to understand the significance of Cordilleran folds and pre-Cambrian granite shields; ozone and carbon; evolution and extinction. When you think about all that can happen in a million years, it can get pretty mind-boggling. Imagine: India pushing northwards, jamming against Asia to buckle its crust and form the Himalayas; South America drifting off to join North America, opening up the Drake Passage to create a cold circumpolar current, keeping Antarctica frigid, desolate, and at the bottom of the world. (*Journey to the End of the Earth*)

I. Complete the following suitably.
The passage suggests that visiting Antarctica offers insight into geological processes and

Earth's history by _____.

II. How does the author imply the role of geological knowledge in understanding the Earth's past and potential future changes?

III. The writer says, 'When you think about all that can happen in a million years, it can get pretty mind-boggling.'
What is the most likely impact on the writer?
A. Feels overwhelmed by the vastness of geological time scales.
B. Is uneasy about the rapid pace of geological changes.
C. Feels indifferent towards geological phenomena.
D. Is surprised by the lack of significant geological events over a million years.

IV. How might understanding the geological processes mentioned in the passage help scientists in predicting and mitigating future environmental changes, particularly in polar regions?

OR

B. 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: The Cutting of My Long Hair*)

I. Complete the following suitably.
Zitkala-Sa's description of her experience at the boarding school conveys a sense of abandonment through her portrayal of _____

II. List any one emotion that Zitkala-Sa experiences as her hair is being cut.

III. Select the suitable option to complete the following.
The metaphor of being 'tossed about in the air like a wooden puppet' contribute to the reader's understanding of Zitkala-Sa's feelings of being _____.
A. forced to interact with others
B. manipulated and controlled
C. preached at and insulted
D. made to exist like toy animals

VI In what ways does the imagery of her 'long hair shingled like a coward's' symbolise the erasure of Zitkala's cultural heritage and the imposition of Western norms?

9. Read the following extracts and answer the questions for any one of the given two, A or B. 1x6=6

A. What a thunderclap these words were to me! Oh, the wretches; that was what they had put up at the town-hall! My last French lesson! Why, I hardly knew how to write! I should never learn anymore! I must stop there, then! Oh, how sorry I was for not learning my lessons, for seeking birds' eggs, or going sliding on the Saar! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up. And M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how cranky he was. (*The Last Lesson*)

I. What was the writer's purpose in using the metaphor of a 'thunderclap'?

II. Select the correct option from those given in brackets to fill in the blank.

The use of exclamatory marks in the first five sentences of the extract serves to express the speaker's _____ (hidden/ intense) emotions.

III. Complete the following suitably.
The activities of seeking birds' eggs and sliding on the Saar reveal two things about Franz's character before his change in perspective. First, his youthful carefree nature and second, his preference for _____.

IV. What is reflected through the shift in the speaker's perception of Mr. Hamel, conveyed through his readiness to forget the ruler?

V. Select the textual option that is closest to indicating a sense of panic.

A. Oh, how sorry I was for not learning my lessons…
B. Why, I hardly knew how to write!
C. Oh, the wretches; that was what they had put up at the town-hall!
D. And M. Hamel, too;

VI. What does the following line from the extract, showcase?

My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up.

A. realization B. confusion
C. expectation D. affirmation

OR

B. And survival in Seemapuri means rag-picking. Through the years, it has acquired the proportions of a fine art. Garbage to them is gold. It is their daily bread, a roof over their heads, even if it is a leaking roof. But for a child it is even more "I sometimes find a rupee, even a ten-rupee note," Saheb says, his eyes lighting up. When you can find a silver coin in a heap of garbage, you don't stop scrounging, for there is hope of finding more. It seems that for children, garbage has a meaning different from what it means to their parents. For the children it is wrapped in wonder, for the elders it is a means of survival.
(*Lost Spring – Stories of Stolen Childhood*)

I. What does Saheb's statement about finding money in the garbage reveal about his daily life and aspirations?

II. Select the correct option from those given in brackets to fill in the blank.
Describing garbage as ‘gold’ metaphorically elevates its value to the children, helping the reader understand the _____ (dynamic / desperate) conditions under which these children live, where even garbage can represent crucial economic resources.

III. Complete the following with a suitable reason.
Children continue to scrounge in the garbage because _____.

IV. How does the perception of garbage differ between children and adults in Seemapuri?

V. What is implied by the description of rag-picking as having ‘acquired the proportions of a fine art’ in the excerpt?
A. Rag-picking is an undesirable and simple task that anyone can do without effort.
B. Rag-picking has evolved into a complex skill that is valued within the community.
C. Rag-picking is a temporary activity that does not significantly impact the community.
D. Rag-picking has the status of an artistic hobby that children pursue for enjoyment.

VI. What is the reason for Saheb’s eyes ‘lighting up’?
A. The immediate experience of finding something valuable.
B. Discussing his findings with others.
C. Reminiscing about past findings in the garbage.
D. Planning future scavenging expeditions

10. Answer **any five** of the following six questions in 40 50 words each : **5x2=10**

I. Identify an instance of hope or resilience in ‘Lost Spring’ and analyse how it reflects one of the story's themes.
II. Interpret the use of visual imagery by Kamala Das in her poem to depict the passage of time.
III. What does the contrasting imagery of the church clock and the Prussian trumpets represent, in ‘The Last Lesson’?
IV. How does the author's writing style in ‘The Interview’ affect the reader's understanding of the story?
V. Explain how the rattrap symbolises the dual aspects of human nature. (*The Rattrap*)
VI What factor/s were largely instrumental in the victory of the peasants in ‘Indigo’?

11. Answer **any two** of the following three questions in 40 50 words each : **2x2=4**

I. Discuss the significance of the toy tiger in the climax of ‘The Tiger King.’

II. Interpret the significance of both literal and metaphorical journeys in the story, ‘The Third Level.’

III. How does Susan Hill subtly portray a blend of pessimism and optimism in ‘On the Face of It’?

12. Answer **any one** of the following two questions, in about 120-150 words. **1x5=5**

A Analyse the poems, *A Roadside Stand* and *Aunt Jennifer's Tigers* for the theme of inequality and its impact on the bearers.

OR

B How do the characters of Sophie from ‘Going Places’ and Subbu from ‘Poets and Pancakes’ compare and contrast in terms of their aspirations, constraints, and the pursuit of their dreams?

13. Answer **any one** of the following two questions, in about 120-150 words **1x5=5**

A The influence of belief in traditions such as religion, family bonds, or patriotism can be used to develop narrative techniques like setting, motivation, sources of conflict, and pacing. Analyse how the writer has incorporated such influences to good effect in the story, *The Enemy*. Support your answer with valid textual evidence.

OR

B Discuss the narrative techniques used by the author in *The Third Level.* How do these techniques effectively convey the themes of escapism and nostalgia? Provide specific examples from the text to support your analysis.

MARKING SCHEME
ENGLISH CORE (Code No. 301)
CLASS-XII-(2024-25)

General Instructions: -

1. *The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, then due marks should be awarded accordingly.*

2. *If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question".*

3. *If more than one option is mentioned in the answer of multiple choice questions, then no marks to be awarded.*

	SECTION A: READING SKILLS (22 marks)	
1.	Answer the following questions, based on the passage above. (Descriptive Passage)	**12**
I	They lead to instant interruptions in conversations. [language / expression may vary but the idea should remain relevant]	1
II	It illustrates how moments are fleeting and unnoticed, lost amid the distractions of digital interactions / it illustrates how easily significant moments can drift away when overshadowed by the focus on technology [language / expression may vary but the idea should remain relevant]	1
III	A. a deep (psychological) dependence on technology for a sense of wholeness or connection	1
IV	reduce the anxiety associated with the need to constantly be connected	1
V	C. It interferes with our ability to engage with meaningful aspects of our life.	1
VI	Yes it does - develop a hunch / mind is constantly alert (any one)	1
VII	The phrase refers to the natural, meaningful, and often quieter moments that make up human existence and relationships—those that occur away from the digital chaos. The writer draws our attention towards the genuine life experiences, such as face-to-face conversations, quiet contemplation, enjoying nature, and real-world interactions, that are overlooked or drowned out by the constant noise of digital activity. [language / expression may vary but the idea should remain relevant]	2
VIII	D. clamour	1
IX	A. Despite the intent to connect more effectively, the result is the opposite. (Option B is satire, C is hyperbole and D is metaphor)	1

X	They are – (2 points to be elaborated for either) Benefits: Survey outcomes can offer a detailed understanding of the specific needs and preferences of various demographic groups, which can enhance the effectiveness of health interventions by making them more targeted and relevant. Additionally, using these data-driven insights can foster a sense of collaboration among stakeholders, promoting a unified approach towards health and sustainability. Challenges: Relying on survey outcomes may present challenges such as the risk of biases in the data collection process, which can twist results and lead to ineffective interventions. There's also the issue of survey fatigue among participants, potentially reducing engagement and the accuracy of the data gathered. Moreover, translating survey findings into practical interventions requires resources and continuous stakeholder commitment, which might not always be feasible.	2
2.	**Answer the following questions, based on given passage.**	**10**
I	… how busy daily routines influence people to opt for quick and convenient eating options, often at the expense of nutritional value	1
II	A. Primary purpose	1
III	The TWO points are – a) Health focus, as fruits are widely recognised for their health benefits, and this aligns with the study's goal to analyse snacking habits and their implications for health (making fresh fruits a relevant choice for understanding healthy snacking behaviours). b) Comparative analysis, as the study aims to compare the health implications of seasonal fruits versus packaged snacks. Including fresh fruits allows researchers to directly evaluate preferences between natural, healthier choices and processed, potentially less healthy alternatives.	2
IV	Influence – sentence 1 ; Motivation – sentence 2	1
V	D. Seema - teenager (taste and convenience) ; Mohan - elderly(health, digestive ease) ; Arindam -young adult (health and convenience)	1
VI	Due to their increased health needs and focus on foods that are easier to digest and nutritionally beneficial.	1
VII	Targeted interventions can effectively address specific health needs by focusing on the unique factors influencing each demographic's snacking choices. For example, educational campaigns for parents can foster early healthy eating habits in children, while initiatives for teenagers can reduce the impact of advertising and peer pressure, promoting wiser food choices. Also, ensuring that middle-aged and older adults have access to fresh produce supports ongoing health maintenance, directly contributing to overall improved health outcomes across the lifespan.	2
VIII	B. Building healthier communities.	1

SECTION B-CREATIVE WRITING SKILLS (18 marks)		
3.	Format – 1 Content -2 Accuracy of spelling and grammar -1	4
4.	A- (Card type formal / third person/ centre aligned) B- (Letter type- formal, first/ third person) Format – 1 Content -2 Accuracy of spelling and grammar -1	4
5.	Format -1 Content -2 Organisation -1 Accuracy of spelling and grammar -1	5
6.	Format – 1 Content -2 Organisation -1 Accuracy of spelling and grammar -1	5
A.	Article -Value points ▪ Cultural heritage provides a strong sense of identity, helping young people connect with their roots and understand how historical influences shape their personal and community identities. ▪ Exposure to one's own and other cultures promotes tolerance and appreciation, which are vital in today's globalised society. This helps youths navigate diverse social environments with respect and empathy. ▪ Engaging with traditional arts, crafts, and practices can inspire creativity and innovation among youths, allowing them to reinterpret cultural expressions in ways that resonate with contemporary life. ▪ Active participation in cultural festivals, rituals, and community events strengthens bonds among community members and enhances social cohesion, making cultural heritage a pivotal part of daily life for youths. ▪ Incorporating cultural studies in education can increase awareness and pride among young people about their heritage, encouraging them to become advocates and preservers of their traditions. ▪ By using technology to create appealing and accessible cultural content, such as virtual museum tours, digital storytelling, and social media campaigns, youths can be engaged with their heritage in formats they find relatable and exciting.	
B.	Cues lead to the eliciting of relevant response points	
SECTION C-LITERATURE (40 marks)		
7. Read the following extracts and answer the questions for any one of the given two-A or B		
A	Poetry (Flamingo)	**6**
I	Gaining victory with no survivors	1
II	C. A moment of unity and peaceful reflection	1
III	…a potential for change and renewal / a moment of pause and reflection / an act of cleansing of their actions /embracing a peaceful existence/ the possibility of transformation	1
IV	condemns	1
V	B. Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.	1
VI	Global leaders and communities can work toward more sustainable and peaceful solutions – Can be used to advocate for non-violent resolutions / peace	1

	negotiations in contemporary conflicts / Can be used to promote dialogue and understanding over aggression and warfare	
B		
I	enforcing benefits	1
II	A. Coordinated help	1
III	…the traditional and longstanding sleeping patterns and nighttime rituals that have been part of the rural community's lifestyle for generations (deeply rooted cultural practices) [The speaker suggests that the modern practices, possibly influenced by external forces such as urbanisation or industrialisation, disrupt the natural sleep patterns of the rural inhabitants – dilute their time-tested ways.]	1
IV	irony	1
V	D. The assertion is false, but the reason is true. (Correct assertion - The poet criticizes the way the rural poor are treated by benefactors, suggesting it dulls their senses : 'soothe them out of their wits')	1
VI	Be wary of involvements by outsiders that might appear benevolent but could ultimately undermine your autonomy and dull your critical thinking abilities. [language / expression may vary but the idea should remain relevant]	1
8.	**Read the following extracts and answer the questions for any one of the given two, (A) or (B)**	**4**
A.		
I	… exploring Cordilleran folds, granite shields, and environmental factors like ozone and carbon	1
II	The author does so by linking geological events to Antarctica's environmental conditions, highlighting the significance of geological processes in shaping the planet's history and future trajectories.	1
III	A. Feels overwhelmed by the vastness of geological time scales.	1
IV	By providing insights into how geological events impact polar regions and influence global climate patterns.	1
B		
I	. …isolation and lack of support / absence of any solace or reassurance from others / being an animal to a herder thereby suggesting a loss of identity	1
II	anguish/ sense of loss/ turmoil (any other relevant)	1
III	B. manipulated and controlled	1
IV	The imagery symbolises the forced assimilation and suppression of Indigenous culture, portraying the cutting of her hair as an act of cultural violence and the imposition of Western ideals of appearance and behaviour.	1
9.	**Read the following extracts and answer the questions for any one of the given two, A or B.**	**6**
A		
I	To emphasise the suddenness and shock of Franz's understanding about the importance of his education./ To conveys the urgency and deep impact of this	1

	moment / To dramatically highlight how unexpected and jarring the realisation was to him – like the startling and instant nature of a thunderclap / To effectively captures the emotional intensity of the moment of deep regret and abrupt awakening experienced by Franz	
II	intense	1
III	…preference for play over study	1
IV	It reflects a newfound respect and appreciation, overshadowing past fears of discipline and strictness.	1
V	B. Why, I hardly knew how to write!	1
VI	A. realisation	1
B		
I	It highlights his precarious economic situation and his dependence on chance finds for small joys and possibly essential income, reflecting the dire poverty and limited opportunities available to him.	1
II	desperate	1
III	…finding valuable items like coins gives them hope of finding more	1
IV	For children, garbage represents a source of wonder and potential treasure, whereas for adults, it is primarily a means of survival.	1
V	B. Rag-picking has evolved into a complex skill that is valued within the community.	1
VI	C. Reminiscing about past findings in the garbage.	1
10.	**Answer any five of the following six questions in 40 50 words each :** 1 -Content 1- Expression ½ -1 deducted from overall, for Accuracy	**10**
I	An instance of hope or resilience – Saheb's continued search in the garbage, driven by the occasional discovery of a rupee or a ten-rupee note, symbolises his hope and resilience against the overwhelming odds of his harsh life. This reflects the theme of enduring hope amidst poverty and destitution - the human spirit's capacity to dream and hope, even in the terribly dire circumstances -- suggesting that the desire for a better life can exist independent of one's current state of poverty	2
II	(Any one) ▪ The image of her aging mother - 'pale as a late winter's moon,' -- conveys the fragility and the inevitability of aging -- highlights the physical changes brought by time and evokes a sense of gentle, serene decline rather than abrupt decay ▪ The image with the vivid, lively description of young trees sprinting and merry children spilling out of their homes --- contrasts sharply with her mother's stillness and silence --- enhances the sense of her mother's isolation in her old age / the relentless passage of time that spares no one -- life's transient nature	2
III	Represents -- the tension between local traditions and foreign occupation	2

	The church clock -- symbol of local, everyday life and continuity --- in stark opposition to the Prussian trumpets, which symbolise disruption, military power, and the enforcement of foreign rule Highlights the theme of loss and the struggle to preserve one's cultural heritage against overwhelming odds	
IV	The author's writing style - often blends a conversational tone with introspective moments -- deeply affects the reader's engagement and understanding of the narrative. Use of direct dialogues interspersed with reflective commentary – this approach not only makes the interactions more dynamic and engaging but enhances the reader's insight into the complexities of personalities and themes being explored	2
V	Dual – ▪ The tendency towards greed and deceit - society, driven by wealth and gain, ensnares individuals, reducing their existence to a constant struggle to escape from materialistic enticements ▪ The potential for redemption through empathy and kindness –kindness and trust by the ironmaster's daughter, Edla, inspires the peddlar to reclaim his essential humanity and escape the identity of a thief - signified by his decision to return the stolen money and leaving a note explaining his thoughts about the world being a rattrap	2
VI	Largely due to the leadership and advocacy provided by Mahatma Gandhi -- his involvement brought national attention to their plight --highlighted the importance of civil rights and nonviolent resistance Gandhi's strategic approach to negotiations & his insistence on nonviolent protest -- empowered the peasants to stand up against oppressive landlords --- led to their immediate victory -- inspired a broader movement for social and economic justice across India	2
11.	**Answer any two of the following three questions in 40 50 words each :**	**4**
I	The significance of the toy tiger lies in its stark contrast to the dangerous live tigers the Maharaja had been hunting throughout his life. Its role in his death brings up the themes of irony and fate central to the story. It illustrates -- despite human efforts to control or escape destiny, it can manifest in the most unexpected and trivial forms. The toy tiger symbolises -- the ultimate futility of the Maharaja's efforts -- points to the folly of those who believe they can master fate through power or violence	2
II	The literal journey involves Charley, discovering a supposed 'third level' at the Grand Central Station--a portal to the year 1894. The metaphorical journey--Charley's inner longing for a simpler, more reassuring past—a common human desire to retreat to a time perceived as better or less complicated. The significance - their portrayal of the universal quest for happiness and fulfillment -- together, these journeys explore themes of escapism, the subjective nature of reality, and the deep-seated human need for connection and comfort in familiar but idealised, settings.	2
III	Derry is of the pessimistic view whereas Mr. Lamb is of the optimistic view point. Both are disabled but still view life from different perspectives.	2

	Both protagonists challenges with disfigurement are depicted with a stark realism that leans towards pessimism, yet interactions that offer genuine connection hint at underlying optimism -- suggest the possibility of emotional survival despite physical and social barriers	
12.	**Answer ANY ONE of the following two questions, in about 120-150 words**	**5**

A.

'A Roadside Stand' focuses on the economic disparities between rural and urban areas, and 'Aunt Jennifer's Tigers' delves into the gender-based inequalities within marriage and society.

A Roadside Stand	Aunt Jennifer's Tigers
• Depicts the struggles of rural individuals facing economic inequality. • Highlights the disparity between urban and rural lifestyles. • Reflects on the exploitation of rural communities by those in power. • Explores the loss of traditional ways of life due to modernisation and industrialisation.	• Illustrates the oppression faced by Aunt Jennifer within her marriage. • Reflects on the expectations and restrictions placed on women, socially. • Explores the theme of domestic suppression and its impact on women's autonomy. • Highlights the contrast between Aunt Jennifer's inner world and her external reality.

Impact on Bearers:

- A Roadside Stand -- rural folk are portrayed as struggling to make ends meet due to economic disparities, leading to feelings of frustration and helplessness.
- Aunt Jennifer's Tigers – Aunt experiences oppression and suppression within her marriage
- Both sets of bearers face the psychological and emotional toll of their respective inequalities, resulting in a longing for freedom and empowerment.
- Despite their challenges, the bearers in both poems demonstrate a desire to assert themselves through small acts of defiance or dreams of liberation.

B

While both Sophie and Subbu share aspirations for success in their respective fields, they encounter different constraints and demonstrate distinct approaches in pursuing their dreams.

Sophie	Subbu
• Aspiration: Sophie dreams of owning a boutique or becoming a fashion designer. • Constraints: Financial limitations and other expectations, such as her father's disapproval, hinder Sophie's pursuit of her dreams. • Pursuit of Dreams: Despite the challenges, Sophie remains determined to achieve her goals, showing persistence and creativity in her pursuits	• Aspiration: Subbu aims to succeed in the film industry as a poet, actor, and contributor to Gemini Studios. • Constraints: While Subbu faces challenges, such as criticism for his perceived sycophancy and overshadowing of his literary achievements by his success in films, he navigates these obstacles with grace and humility. • Pursuit of Dreams: Subbu's dedication to his craft and ability to adapt to various roles within Gemini Studios reflect his unwavering commitment to his pursuits.

13.	**Answer any one of the following two questions, in about 120-150 words**	**5**

A

- Incorporation of Traditions:

→ Religion - how religious beliefs influence character actions and decisions.

For example, Sadao's internal conflict may be influenced by his moral beliefs shaped by religious teachings.

→ Family Bonds - how relationships in the family impact character interactions and motivations.

For example, Hana's concern for the safety of her family and the potential repercussions of harbouring an enemy soldier could drive her actions.

→ Patriotism - how national loyalty and patriotism create tension and conflict in the story.

For example, Sadao's duty as a citizen and as a doctor may conflict with his compassion towards the wounded soldier, highlighting the complexities of wartime allegiances.

- Narrative Techniques:

→ Setting - how the wartime setting amplifies the moral dilemmas faced by the characters.

The backdrop of war intensifies the stakes and adds urgency to their decisions.

→ Motivation - how cultural influences shape character motivations and drive the plot forward.

The characters' actions may be guided by deeply ingrained cultural values and beliefs.

→ Sources of Conflict - the key conflicts stemming from cultural differences, expectations, and wartime circumstances.

These conflicts drive the narrative forward and heighten the tension.

→ Pacing - how the pacing of the story reflects the characters' internal struggles and external conflicts.

The pacing may fluctuate to convey moments of tension, reflection, and resolution.

B.

(Any two narrative techniques)

[The examples may be references and not direct quotes]

a) First-Person Narrative:

→ Technique - The story is narrated from the first-person perspective of Charley, which creates an intimate and personal recounting of his experiences and thoughts.

→ Effect - This technique allows readers to directly engage with Charley's desires and fears, making his longing for escape and the nostalgia for a simpler past more tangible.

→ Textual Evidence - Charley states, "But that's the reason, he said, and my friends all agreed. Everything points to it, they claimed. My stamp collecting, for example; that's a 'temporary refuge from reality.'"

This personal reflection shares his internal justifications and how others perceive his escapism.

b) Detailed Descriptive Language:

→ Technique - The use of vivid and specific descriptions of settings and times, particularly Charley's descriptions of the third level of Grand Central Station.

→ Effect on Themes - These descriptions not only build a believable world but also vividly paint the past, stressing the theme of nostalgia and the allure of escapism to a seemingly better and simpler time.

→ Textual Evidence - “Then I saw why; they were open-flame gaslights.” and “everyone in the station was dressed like eighteen-ninety-something; I never saw so many beards, sideburns, and fancy mustaches in my life.”

These details highlight the historical setting Charley escapes to, filled with elements from the past.

c) Symbolism:

→ Technique - The story uses the ‘third level’ as a symbol, representing not just a physical place but a mental escape into another time.

→ Effect on Themes - The third level serves as a metaphor for the psychological refuge one seeks from the modern world’s anxieties, underlining the theme of escapism.

→ Textual Evidence – Charley mentions, “Grand Central has been an exit, a way of escape—maybe that’s how the tunnel I got into.”

This line explicitly connects the physical space of the third level to the concept of escaping reality.

d) Contrast and Irony:

→ Technique - The stark contrast between Charley’s mundane, modern life and his adventures on the third level introduces a layer of irony.

→ Effect on Themes - This contrast enhances the nostalgic appeal of the third level while ironically pointing out the impracticalities of such escapism.

→ Textual Evidence - “The clerk figured the fare—he glanced at my fancy hatband, but he figured the fare—and I had enough for two coach tickets, one way. But when I counted out the money and looked up, the clerk was staring at me.”

This shows how out of place modern elements are in the past, highlighting the nostalgic yet challenging nature of his escape.