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Series : W6YXZ

Set – 2

Q.P. Code	1/6/2

Roll No.

Candidates must write the Q.P. Code on the title page of the answer-book.

ENGLISH (Core)

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

- Please check that this question paper contains **19** printed pages.
- Q.P. Code given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **13** questions.
- **Please write down the Serial Number of the question in the answer-book at the given place before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the candidates will read the question paper only and will not write any answer on the answer-book during this period. #

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** and Section C : **Literature**.*

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

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

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

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SECTION A

Reading Skills (22 marks)

1. Read the following passage carefully : *12*

(1) In recent years, the rise of digital education has revolutionized the way students in India learn. With the advent of high speed internet and widespread smartphone use, online learning platforms have become increasingly popular. These platforms offer a wide range of courses, from academic subjects to vocational skills, enabling students to learn at their own pace and convenience. The flexibility of digital education is beneficial where traditional classroom learning cannot take place. Many students and educators have now embraced this new mode of learning, recognizing its potential.

(2) However, this shift to digital learning is not without its challenges. One major issue is the digital divide, which refers to the gap between those who have access to the internet and those who do not. In rural areas and among economically disadvantaged communities, many students lack the necessary devices or reliable internet connections to participate in online classes. This has led to concerns about unequal access to education and the potential for widening educational disparities. For instance, a study by the National Sample Survey Office revealed that only 24% of Indian households have internet access, highlighting the extent of the digital divide.

(3) Another significant challenge is the effectiveness of digital learning. While some students thrive in an online environment, others struggle with the lack of face-to-face interaction and the self-discipline required to stay on track. Teachers also face difficulties in both engaging students as well as providing personalized feedback in a virtual setting. The absence of a structured classroom environment can lead to distractions and reduced motivation among students. Furthermore, the lack of direct social interaction impacts social skills and emotional development.

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(4) To address these issues, various initiatives have been launched. Government programmes aim to provide digital devices and improve internet connectivity in far-off areas. Educational platforms are developing more interactive and engaging content to enhance the online learning experience. Blended learning models, which combine online and offline methods, are being explored to offer a more balanced approach. The government's Digital India campaign has also made strides in promoting digital literacy and bridging the technological gap.

(5) The potential of digital education extends beyond formal schooling. Online platforms provide opportunities for lifelong learning, allowing individuals to acquire new skills and knowledge throughout their lives. This is particularly relevant in a rapidly changing job market, where continuous upskilling and reskilling are essential. Digital education empowers individuals to take control of this learning journey, breaking down traditional barriers to education. Moreover, it offers flexibility for working professionals and homemakers, who can access educational resources without disrupting their daily schedules.

(6) As we navigate this digital revolution in education, it is crucial to ensure that no one is left behind. Bridging the digital divide, supporting teachers and students, and fostering an inclusive and effective online learning environment are essential to realizing the full potential of digital education in India. Policy-makers, educators, and the private sector must collaborate to create sustainable solutions that address the diverse needs of the population. Only then can we harness the power of digital education.

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Answer the following questions, based on the above passage :

(i) According to paragraph (1), what advantages do online learning platforms offer to students ? *1*

(ii) How does the author describe the 'digital divide' in the context of education ? *1*

(iii) Read the following sentence. *1*

'In rural areas and among economically disadvantaged communities, many students lack the necessary devices or reliable internet connections.'

The concern the above statement points towards is _____.

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

A. an increasing gap between those living in cities and those living in villages

B. a growing divide in the educational opportunities for children

(iv) How does the lack of social interaction in digital learning affect students' overall development ? *1*

(v) Provide one textual evidence with reference to paragraph (3), to prove the following : *1*
The absence of a structured classroom environment can lead to distractions among students.

(vi) Complete the analogy with one word from paragraph (4) : *1*
flexibility : adaptability : : integrated : _____.

(A) paced (B) blended

(C) balanced (D) created

(vii) Give one benefit of continuous upskilling and reskilling. *1*

(viii) Assess the potential challenges or benefits of lifelong learning through digital platforms, as outlined in paragraph (5). *2*

(ix) To realize the full potential of digital India, it is important to _____ an environment that provides education for all. *2*

(A) refrain (B) replicate

(C) nurture (D) commemorate

(x) We can harness the power of digital education if *1*

(A) educators and policy-makers help create sustainable solutions.

(B) we shift back to traditional classrooms.

(C) we further extend the digital divide.

(D) we control the internet connections.

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2. Read the following passage carefully : *10*

(1) **Introduction** : In the face of rapid urbanization, effective waste management has become a critical issue in Indian cities. This case study aims to analyze the recycling practices among different demographics in urban India and their implications for sustainable urban development.

(2) **Methodology** : A survey was conducted among residents of various urban areas, ranging from teenagers to elderly citizens, to determine their waste management and recycling habits. Participants were asked to indicate their preferred methods of waste disposal and recycling and provide reasons for their choices. The data was then analyzed to identify trends and patterns among different age groups.

(3) **Survey Examination** : The survey comprehensively examined waste disposal habits. Participants were encouraged to share the reasons for their selections, providing invaluable insight into waste management behaviour.

(4) **Results** : The survey results revealed interesting insights into waste management and recycling practices among different age groups.

S. No.	Age group for preference	%	Preferred Method	Reasons for Preference
1.	Teenagers	55%	Recycling	Environment awareness, school programme, peer pressure
2.	Young adults	68%	Recycling & Reuse	Sustainability, convenience, social responsibility
3.	Middle-aged	73%	Segregation at source	Health concerns, civic responsibility, easy to manage
4.	Elderly	62%	Traditional disposal	Habit, lack of awareness, convenience

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(5) **Implications for Interventions** : By discerning the diverse preferences among different age groups, policy-makers and environmental activists can not only make interventions to address specific demographic needs, but also delve into the underlying motivations and influences guiding these choices. For instance, targeting educational campaigns towards teenagers and young adults could empower them to adopt sustainable waste management practices. Concurrently, efforts to enhance the infrastructure for segregation at source and provide incentives for recycling could improve overall waste management.

(6) **Conclusion** : The survey outcomes serve as a roadmap for designing targeted interventions that not only cater to diverse demographic needs but also foster a culture of sustainability. By harnessing the insights gleaned from this study, stakeholders can collaboratively work towards building cleaner and more sustainable urban environments for future generations.

Answer the following questions, based on the given passage :

(i) Complete the following suitably : *1*

In the introduction, the researcher links rapid urbanization with waste management by highlighting that _____.

(ii) What would the following be classified as ? *1*

To examine waste management practices across various age groups in detail.

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 recycling was given as an option to the survey participants to choose from, in the study on waste management practices. *2*

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(iv) Paragraph (5) includes words like 'motivations' and 'interventions'. Classify the following sentences as motivation or intervention. *1*

(A) Targeting educational campaigns towards teenagers and young adults could empower them to adopt sustainable waste management practices.

(B) Efforts to enhance the infrastructure for segregation at source.

(v) Read the following text : *1*

Radhika actively participates in school programmes that promote recycling. Her neighbour, Ragini, prefers recycling and reusing items for their environmental benefits. However, their neighbour Mrs. Gupta sticks to traditional disposal methods out of habit.

Select the option that identifies the correct demographic they belong to :

(A) Radhika – middle-aged; Ragini – young adult;
Mrs. Gupta – elderly

(B) Radhika – teenager; Ragini – young adult;
Mrs. Gupta – elderly

(C) Radhika – young adult; Ragini – elderly;
Mrs. Gupta – middle-aged

(D) Radhika – elderly; Ragini – middle-aged;
Mrs. Gupta – teenager

(vi) Why is the percentage to adopt recycling methods higher among young adults ? *1*

(vii) Analyze how targeted interventions based on the diverse waste management preferences of different age groups can lead to improved environmental 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 recycling infrastructure

(B) Build cleaner urban environments

(C) Reduce the cost of waste management

(D) Expand the range of recycling programmes available

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SECTION B

Creative Writing Skills (18 marks)

3. Attempt any ***one*** of the two, (a) or (b), in about 50 words. *1×4=4*

(a) You are the school activities in-charge. Write a notice informing the students about the upcoming 'Parent-Teacher Meeting'. Include all other necessary details. Put your notice in a box.

OR

(b) Your school is organising an interschool webinar on "Environmental Initiatives". Write a notice to inform members of the Environment Club from Classes IX – XII about the webinar. Include all other necessary details. Put your notice in a box.

4. Attempt any ***one*** of the two, (a) or (b), in about 50 words. *1×4=4*

(a) Draft a formal invitation card from Rajni/Rajan Gupta, Head of the Art Department, inviting parents to an exhibition titled 'Children – Our Young Warriors'. Students of Classes VI – X will put up their art and craft exhibits representing elements of social responsibility. Mention other necessary details.

OR

(b) An invitation had been issued by Mr. Rama Krishnan, the HR Manager of your company, inviting you to a team-building seminar. As Meena/Mukesh, Team Leader Marketing, draft a reply in not more than 50 words, consenting to attend.

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5. Attempt any ***one*** of the two, (a) or (b), in 120 – 150 words. *5*

(a) Write a letter to the editor of a local daily highlighting the need for better public transportation in your city. You may use the given cues along with your own ideas to draft the letter. You are Sakshi / Sant, a resident of 46, C Colony, Crown Nagar.

Challenges	– Overcrowding in buses, poor maintenance, insufficient coverage, inadequate infrastructure
	– Congestion due to private small time transport modes, unpredictable delays.
Solutions	– Increase frequency, regular maintenance, upgrading infrastructure, affordable fare

OR

(b) You are Rajat/Rani from J-II/3, H Phase Saranagar. You come across the following advertisement for the job of a Junior Sales Manager at Star Enterprises, a pharmaceutical firm and wish to apply for the post advertised. Write your application along with your bio-data.

STAR ENTERPRISES

Invites

APPLICATIONS FOR JUNIOR SALES MANAGER

- Job Responsibilities
  - Develop innovative sales strategies
  - Compile and analyze sales figures
- Qualification
  - B. Pharm with 3 – 5 years experience
- Skills
  - Communication and negotiation skills
  - Computer competency

Contact – Director HR, Star Enterprises
76 D Colony, Saranagar

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6. Attempt any ***one*** of the two, (a) or (b), in 120 – 150 words. *5*

(a) You are Rajat/Rohini Sharma of Class XI and a member of the school magazine editorial board. Write a comprehensive report detailing the activities undertaken by students as part of the World Environment Day celebrations, including description of the events, participation details and the overall impact of these activities on the school community. Use the following cues along with your own ideas. You may organize your report by using the following cues :

- Who – What – When – Where – Why – How

OR

(b) In an era of globalization, it is important that children are exposed to knowledge about world affairs and global social concerns. Schools today continue to sensitize and make students aware through various intra and inter-school activities. Write an article exploring the role of educational institutions in creating an informed youth. Provide examples to illustrate your points wherever necessary. You may use some of the given cues along with your own ideas. You are Akshita/Akshat Bali of Class XII-B.

- Importance of being an informed youth
- Activities in school – MUN, debates, declamations, celebration of international days
- Newspaper readings and discussions
- Creates well aware, responsible and sensitive youth

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SECTION C

Literature (40 marks)

7. Read the following extracts and answer the questions for any ***one*** of the given two, (a) or (b) : *1×6=6*

(a) What I want should not be
confused
with total inactivity.
Life is what it is about;
I want no truck with death.
If we were not so single-minded
about keeping our lives moving

(Keeping Quiet)

(i) Explain with reference to the given extract, "What I want should not be confused with total inactivity." *1*

(ii) What does the term single-mindedness ***not*** imply in the given extract ? *1*

(A) persistence

(B) determination

(C) narrow-mindedness

(D) tenacity

(iii) In the line 'Life is what it is about', the phrase 'it' refers to _____. *1*

(iv) The poet has used the phrase 'total inactivity' to illustrate _____ (irony/satire) in the perception that peace means doing nothing. *1*

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(v) Read the assertion and the reason below, with reference to the given extract : *1*

Assertion : The poet values an active and meaningful life.

Reason : Inactivity is equated with leisure, which the poet rejects.

Choose the correct option.

(A) Both the assertion and the reason are true.

(B) The assertion is true, but the reason is false.

(C) Both the assertion and the reason are false.

(D) Both the assertion and the reason are true, but the reason is ***not*** the correct explanation of the assertion.

(vi) State in one sentence, what advice you would give to those engaged in ceaseless mechanized activity. *1*

OR

(b) Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth,
Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days,
Of all the unhealthy and o'er-darkened ways
Made for our searching: yes, in spite of all,
Some shape of beauty moves away the pall
From our dark spirits.

(A Thing of Beauty)

(i) Select the phrase that suggests the following : *1*

In difficult times, beauty comes to our aid, in some form or the other, to make us overcome these difficulties.

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(ii) What does the imagery of 'flowery band' ***not*** represent in the given extract ? *1*

(A) connections to life

(B) a thing of beauty

(C) imprisonment

(D) earthly ties

(iii) Complete the following suitably. *1*

In the line, 'moves away the pall from our dark spirits', the phrase 'the pall' refers to _____.

(iv) The poet's use of the phrase 'inhuman dearth' illustrates the _____ (scarcity/plentitude) of noble human qualities. *1*

(v) Read the assertion and the reason below, with reference to the given extract : *1*

Assertion : The poet values beauty as it overcomes despondence and gloom.

Reason : Beauty, despite the world's hardships, provides comfort and lifts our spirit.

Choose the correct option.

(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 advice would you give to those facing dark times. *1*

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8. Read the following extracts and answer the questions for any ***one*** of the given two, (a) or (b) : *1×4=4*

(a) Six hundred and fifty million years ago, a giant amalgamated southern supercontinent — Gondwana — did indeed exist, centred roughly around the present-day Antarctica. Things were quite different then: humans hadn't arrived on the global scene, and the climate was much warmer, hosting a huge variety of flora and fauna. For 500 million years Gondwana thrived, but around the time when the dinosaurs were wiped out and the age of mammals got under way, the landmass was forced to separate into countries, shaping the globe much as we know it today.

(Journey to the end of the Earth)

(i) What was the climate like in Antarctica before the humans arrived on the global scene ? *1*

(ii) Gondwana existed nearly _____. *1*

(iii) Select the suitable option to complete the following :
Gondwana, separating into countries, contributes to the reader's understanding of the _____ . *1*

(A) complexity of geological processes
(B) simplicity of continental formation
(C) speed of geological changes
(D) stability of ancient landmasses

(iv) What difference does the author draw between then and now ? *1*

OR

(b) Not that he faced no dangers. There were times when the bullet missed its mark, the tiger leapt upon him and he fought the beast with his bare hands. Each time it was the Maharaja who won.
At another time he was in danger of losing his throne. A high-ranking British officer visited Pratibandapuram. He was very fond of hunting tigers. And fonder of being photographed with the tigers he had shot.

(The Tiger King)

(i) Complete the following suitably : *1*
The passage indicates that the British officer visited Pratibandapuram because _____.

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(ii) What danger was faced by the Maharaja on the tiger hunt ? *1*

(iii) From the given extract, it is evident that the Maharaja was a _____ man. *1*

(iv) Select the suitable option to complete the following : *1*

The phrase 'fonder of being photographed with the tigers' contributes to the reader's understanding of the officer's _____.

(A) indifference towards hunting

(B) desire for recognition/fame

(C) love for tigers

(D) love for photography

9. Read the following extracts and answer the questions for any ***one*** of the given two, (a) or (b) : *1×6=6*

(a) The make-up department of the Gemini Studios was in the upstairs of a building that was believed to have been Robert Clive's stables .... The make-up room had the look of a hair-cutting salon with lights at all angles around half a dozen large mirrors. They were all incandescent lights, so you can imagine the fiery misery of those subjected to make-up. The make-up department was first headed by a Bengali who became too big for the studio and left.

(Poets and Pancakes)

(i) The phrase 'fiery misery' in the given text refers to the _____ of the actors. *1*

(A) realization

(B) confusion

(C) expectation

(D) discomfort

(ii) Select the correct option from those given in brackets to fill in the blank. *1*

The description of the make-up room is a/an _____ (criticism/admiration) of the make-up department in Gemini Studios.

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(iii) Complete the following suitably : *1*

The historical significance of the make-up room was _____.

(iv) With reference to the given extract, what does the reference to 'half a dozen large mirrors' suggest ? *1*

(v) Select the textual option that is closest to indicating a sense of discomfort. *1*

(A) The make-up room had the look of a hair-cutting salon.

(B) The make-up department was first headed by a gang of nationally integrated make-up men.

(C) They were all incandescent lights, so you can imagine the fiery misery.

(D) The make-up department head was at first a Bengali, who soon quit.

(vi) What was the fate of the head of the make-up department ? *1*

OR

(b) Umberto Eco: Aah, now that is more difficult to explain. I have some philosophical interests and I pursue them through my academic work and my novels. Even my books for children are about non-violence and peace...you see, the same bunch of ethical, philosophical interests.

And then I have a secret. Did you know what will happen if you eliminate the empty spaces from the universe, eliminate the empty spaces in all the atoms ? The universe will become as big as my fist. Similarly, we have a lot of empty spaces in our lives. I call them interstices. Say you are coming over to my place. You are in an elevator and while you are coming up, I am waiting for you. This is an interstice, an empty space. I work in empty spaces.

(The Interview)

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(i) What does Umberto's statement on his philosophical interest reveal about him ? *1*

(ii) Select the correct option from those given in brackets to fill in the blank. *1*

His academic work and children's books both reveal _____ (similar/experimental) interests.

(iii) What example of an interstice does Umberto Eco give ? *1*

(iv) The phrase 'as big as my fist' most nearly means _____ with reference to the given text. *1*

(A) strong

(B) stingy

(C) very small

(D) abundant

(v) What secret is Umberto referring to ? *1*

(vi) Umberto Eco says, he works in interstices. By this, he means that he works _____. *1*

(A) in empty spaces

(B) when he is in the university

(C) on his philosophical interest

(D) when he is with children

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

(i) How does the poet highlight the mean and selfish nature of the city dwellers ? (A Roadside Stand)

(ii) How did Sophie's family react when she announced that if she ever had money she would buy a boutique ? (Going Places)

(iii) What caused the lack of communication between the Englishman and the people at Gemini Studios ? (Poets and Pancakes)

(iv) Give a brief account of the reception that Gandhi got in Motihari ? (Indigo)

(v) Why was Douglas determined to get over his fear of water ? (Deep Water)

(vi) According to the poet, beauty is everlasting. Explain. (A Thing of Beauty)

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

(i) Why did Geoff Green get tired of carting celebrities and the retired ? (Journey to the end of the Earth)

(ii) What did Charley learn about Sam from the stamp and coin store ? (The Third Level)

(iii) Why did Mr Lamb grow weeds ? (On The Face Of It)

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12. Answer any ***one*** of the following two questions in 120 – 150 words : *1×5=5*

(a) M. Hamel in 'The Last Lesson' and Edla in 'The Rattrap' are the guiding lights of self-realization to Franz and the peddler respectively. Comment.

OR

(b) The poems 'My Mother at Sixty-six' by Kamala Das and 'Aunt Jennifer's Tigers' by Adrienne Rich explore the themes of pain and conflict. Explain.

13. Answer any ***one*** of the following two questions in 120 – 150 words : *1×5=5*

(a) Dr. Sadao emerges as both a true patriot and a compassionate human being. Elaborate. (The Enemy)

OR

(b) 'Memories of Childhood' deals with autobiographical episodes of Zitkala-Sa and Bama. They both come from marginalized communities, and look back on their childhood to reflect on their relationships with mainstream culture. Elaborate.

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