

Sample Question Paper

Class X

Subject: English

Max. Marks: 80

Max. Time: 3 Hours

General Instructions:

- (i) Read the instructions very carefully and strictly follow them.
- (ii) All questions are compulsory.
- (iii) The question paper contains THREE sections -
 - Section - A: Reading
 - Section - B: Grammar and Creative Writing
 - Section - D: Literature
- (iv) Attempt questions based on specific instructions for each part.

S. No.	Question	Marks
	Section A	(20 marks)
	READING	
1	Read the following passage	10 marks
	In society, individuals are often encouraged to conform. From a young age, people are taught to admire agreement and to distrust difference. Yet true growth begins when a person learns to trust their own thoughts. Every individual carries within them a unique perspective shaped by experience, reflection, and intuition. When that inner voice is silenced in order to imitate others, something essential is lost. It is easier to follow accepted opinions than to stand alone. Agreement brings comfort and approval, while independence may invite criticism. However, progress in any field, whether science, art, or social reform, has always depended on those who dared to think differently. Innovation is rarely born from imitation. It emerges from courage, from the willingness to question established patterns and to explore unfamiliar paths. Self trust does not mean arrogance or rejection of advice. Rather, it involves listening carefully to others while retaining the ability to evaluate ideas independently. Blind acceptance weakens character, whereas thoughtful reflection strengthens it. A person who relies entirely on external validation becomes dependent on shifting opinions. In contrast, one who develops inner conviction remains steady even amid disagreement. Fear often prevents individuals from expressing original ideas. The fear of being misunderstood, ridiculed, or isolated can silence even the most	

	promising thoughts. Yet history shows that many transformative ideas were initially dismissed. The individuals behind them persisted not because they sought approval, but because they believed in the truth of their insights. Their resilience reshaped societies. Moreover, consistency between belief and action builds integrity. When individuals act according to their principles, they cultivate self respect. Compromising one’s convictions for temporary acceptance may provide short term comfort but often leads to long term dissatisfaction. Authenticity, though demanding, fosters genuine confidence. Ultimately, self reliance is not isolation from society but responsible participation within it. A community benefits when its members think critically and contribute original perspectives. True harmony does not require uniformity; it thrives on thoughtful diversity. By trusting their inner voice while remaining open to learning, individuals strengthen both themselves and the society to which they belong. Adapted from <i>Self-Reliance</i> by Ralph Waldo Emerson, first published in 1841.	
	Answer the following questions, based on the given passage. I. The central argument of the passage is that individuals should: (1) - Reject society and live completely independently - Always agree with popular opinions in society - Develop independent thinking and act responsibly - Avoid criticism and seek comfort at all times II. According to the passage, innovation primarily emerges from_____. (1) III. The author suggests that fear prevents people from expressing original ideas mainly because they: (1) - Lack education - Prefer comfort over growth - Fear misunderstanding and rejection - Do not value creativity IV. “Consistency between belief and action builds integrity” implies that: (1) - People should never change their opinions - Actions should reflect personal principles - Approval from others defines integrity - Social harmony requires uniform behaviour V. The tone of the passage can best be described as: (1) - Critical and pessimistic - Persuasive and reflective - Humorous and casual - Informative and statistical VI. Why does the author consider blind acceptance harmful to personal growth? (2) VII. In a group activity, a friend of yours shares an unconventional idea during a group discussion, but most classmates	

	dismiss it and insist on following the popular opinion. Drawing on the ideas presented in the passage, how would you respond to ensure that your friend feels heard and respected while also maintaining harmony with others? (3)	
	(i) (c) Develop independent thinking and act responsibly (ii) Innovation primarily emerges from courage and the willingness to think differently/ question established patterns. (iii) (c) Fear misunderstanding and rejection (iv) (b) Actions should reflect personal principles (v) (b) Persuasive and reflective (vi) 1 mark - <i>Understanding of the passage idea</i> (Any two can be accepted) • Blind acceptance weakens character • It discourages independent thinking • It creates dependence on external validation 1 mark - <i>Explanation / Elaboration</i> (Any two can be accepted) • Prevents development of inner conviction • Stops thoughtful reflection • Makes individuals rely on shifting public opinion instead of personal judgment (vii) 2 mark - <i>Understanding of the passage idea</i> (Any two can be accepted) • Recognises importance of independent thinking • Mentions value of diverse perspectives • Refers to avoiding blind acceptance/ promoting thoughtful evaluation (viii) 1 mark - <i>Explanation / Elaboration</i> (Any two can be accepted) • Encourages listening respectfully • Suggests discussing the idea objectively • Promotes inclusive decision making • Maintains group harmony while supporting originality	
2	Read the following passages.	10 marks
	E-learning is the process of acquiring knowledge through electronic technologies and resources. A rise in the number of internet users has increased the market demand for sophisticated online learning courses. According to the Office for National Statistics, nearly all adults in the age group of 10 to 44 years in the UK were recent internet users (99%) in 2019. The availability of enhanced network connectivity coupled with the convenience offered by on-demand courses will drive the market size. According to the World Economic Forum, around 1.2 billion children are	

out of classrooms as schools shut down globally due to the COVID-19 pandemic. Electronic Learning Management Systems such as Google Classroom are helping classes to connect distantly, communicate efficiently and stay organised. Large scale national efforts to leverage technology for the market players in support of distance education, remote, and online learning during the COVID-19 pandemic are emerging and evolving rapidly.

The virtual classroom technology in the e-learning market is expected to grow at a CAGR (Compound Annual Growth Rate) of 11% during the forecast timespan. A virtual classroom is a digital environment that enables live interaction between a tutor and a learner. Video conferencing and online whiteboards for real-time collaboration are the most common tools used in a digital teaching space. Synchronous and collaborative virtual classes allow active participation of students, reacting to an environment similar to a physical classroom.

The technique is gaining traction with an increasing number of corporate and academic sectors deploying it for enhanced training sessions. Multilateral organizations and world bodies such as WHO and G20 are also deploying e-learning modes to teach healthcare professionals.

The content providers segment accounted for around 60% of the e-learning market share in 2019. E-learning providers share content on a varied range of topics by collaborating with domain experts that help them to develop the learning content. They focus on offering specific and customised content as per the end-user requirements.



Answer the following questions, based on the given passage-

- I. Which of the following pairs is incorrectly matched? (1)
 - (a) WHO → Uses e-learning for healthcare training
 - (b) Multilateral organisations → Deploy e-learning modes
 - (c) Learners → Develop specific content for providers
 - (d) Academic sector → Uses e-learning for training session

- II. An organisation implements an e-learning system to train its workforce across various countries simultaneously, allowing employees to interact and receive immediate feedback. Which major advantage of e-learning does this scenario demonstrate? (2)

	III. During the COVID-19 pandemic, rapid adoption of platforms like Google Classroom was made possible. What broader insight about society's adaptability and dependence on technology does this reveal? (2) IV. Reimagine the impact of e-learning from any two of the following perspectives (2): • A student living in a rural area with poor internet connectivity • A working professional attending online corporate training • A teacher adapting to virtual classroom technology • A parent of a young child attending online classes V. Compare the features of synchronous virtual classrooms with traditional physical classrooms. In what way does the online mode attempt to replicate the real classroom experience, and what challenges might still remain? (3)	
	I. (c) Learners → Develop specific content for providers II. 1 mark - <i>Identification of key advantage</i> (Any one of the following) • Global accessibility • Real time interaction • Simultaneous training across locations • Immediate feedback • Cost effective large scale training 1 mark - <i>Explanation / Link to the paragraph</i> • Employees in different countries can participate together • Enables collaboration and communication • Efficient knowledge transfer without physical presence III. 1 mark - <i>Insight about adaptability</i> • Society can quickly adapt to crises • Willingness to adopt digital solutions • Flexibility in systems 1 mark - <i>Insight about dependence on technology</i> • Increasing reliance on digital platforms • Technology as essential infrastructure • Education continuity depends on digital access IV. 1 mark for each relevant perspective (Must include at least two relevant points from two of the mentioned perspectives)	

	Rural Student • Access to wider learning resources • Connectivity challenges • Risk of inequality Working Professional • Flexible scheduling • Skill development • Career growth without travel Teacher • Need to learn digital tools • Redesigning teaching strategies • Managing virtual engagement Parent • Increased involvement in child's learning • Screen time concerns • Balancing supervision and work <i>V. 1 mark - Features of synchronous virtual classrooms</i> • Live video interaction • Real time communication • Online whiteboards • Digital collaboration tools <i>1 mark - How online mode replicates classroom</i> • Real time discussion • Teacher student interaction • Group activities • Immediate feedback <i>1 mark - Challenges remaining</i> • Technical issues • Lack of physical presence • Reduced social bonding • Distractions at home • Unequal internet access	
	SECTION B	(20 marks)
	WRITING SKILLS AND GRAMMAR	
	GRAMMAR	10 marks

3.	Rearrange the words to form a meaningful sentence: (2) (a) doctor / who / patient / the / operated / the / on / is / my uncle (b) opportunities / provided / education / to / countless / has / students	
	3. (i) The doctor who operated on the patient is my uncle. (ii) Education has provided opportunities to countless students.	
4.	Fill in the blank by choosing the correct option for the given line from a safety manual. (1) The advertisement reads, 'Drivers _____ (must/may) wear seat belts at all times to reduce the risk of serious injury.'	
	4. Drivers must wear seat belts at all times to reduce the risk of serious injury.	
5.	Fill in the blanks with the correct form of the verbs given in the brackets. (3) (a) India's literary tradition is unique because it (gather) voices from dozens of languages like Hindi, Tamil, Bengali, Urdu, and Malayalam. (b) Writers from different linguistic backgrounds (create) stories that reflect their regional cultures and social realities. (c) We are delighted to (invite) you to the inauguration of our new office on Monday.	
	5. (i) gathers (ii) create (iii) invite	
6.	Rewrite the following sentences using connectives given in the brackets: (2) (a) She sings well. She dances gracefully. (not only...but also) (b) The scientist proposed a theory. He proved it experimentally. (both...and)	
	6. (i) She not only sings well but also dances gracefully. (ii) The scientist both proposed a theory and proved it experimentally.	

7.	Read the conversation between Sunita and Shila regarding birthday present. (1) Sunita: Tomorrow is your birthday, what do you want as a gift? Shila: That is a lovely thought but I don't want anything. Report the conversation of Sunita. Sunita asked Shila since the next day was her birthday, what..... .	
	7. Sunita asked Shila since the next day was her birthday, what she wanted as a gift.	
8.	Transform one of the following into complex sentences. (1) (a) I saw a dog. It was barking loudly. (b) He forgot his homework. The teacher did not scold him.	
	8. (i) I saw a dog that was barking loudly. OR (ii) Although he forgot his homework, the teacher did not scold him.	
	WRITING SKILLS	15 marks
	All the names and addresses used in the questions are fictitious. Resemblance, if any, is purely coincidental.	
9.	Attempt any one of the two, (A) or (B), in about 120 words	5
	A) Language connects generations, carrying with it the stories, emotions, and values that shape who we are. Yet, many young people today are moving away from their mother tongue in favour of global languages. Write an article for your school magazine on the topic: <i>‘Mother Tongue: The Heartbeat of Our Cultural Identity’</i> In your article, you may include points such as: • How the mother tongue shapes one’s sense of belonging and emotional connection to family and culture • Why younger generations are gradually losing touch with their native languages • The cultural importance of preserving and practising one’s mother tongue • Ways schools and communities can promote love and pride for their native language OR B) Traditions and festivals bring communities together, strengthening bonds and preserving shared values. However, in the fast-paced modern world, many young people see traditional celebrations as	

	outdated or irrelevant. Write an article for your school magazine on the topic: <i>‘Festivals: Preserving Our Cultural Roots in a Changing World’</i> In your article, you may include points such as: • How festivals foster a sense of belonging and collective identity • Reasons why younger generations may feel disconnected from traditional celebrations • The cultural and social importance of preserving festivals • Ways schools and communities can celebrate traditions meaningfully while adapting to modern values													
	<table><tr><th>Marks</th><th>Performance Descriptor</th></tr><tr><td>5 - Advanced</td><td>Demonstrates deep understanding of cultural identity and preservation. Presents balanced, empathetic perspectives on generational and cultural shifts. Offers original, well-developed ideas and practical suggestions. Writing is well-structured, coherent, and fluent with appropriate magazine style.</td></tr><tr><td>4 - Proficient</td><td>Shows clear understanding of the topic with relevant explanation. Reflects thoughtful cultural perspective. Includes meaningful ideas with some originality. Organization and language are clear with minor lapses.</td></tr><tr><td>3 - Satisfactory</td><td>Displays basic understanding of the topic. Shows some awareness of cultural importance but with limited depth. Ideas are relevant but predictable or moderately developed. Structure is adequate though uneven, with noticeable language errors.</td></tr><tr><td>2 - Developing</td><td>Demonstrates limited or partial understanding of the topic. Reflection lacks depth. Ideas are few or insufficiently developed. Organization lacks clarity and language errors affect fluency.</td></tr><tr><td>1 - Emerging</td><td>Shows very limited understanding of the topic. Lacks reflective engagement. Ideas are repetitive or unclear. Writing is disorganized with frequent language errors.</td></tr></table>	Marks	Performance Descriptor	5 - Advanced	Demonstrates deep understanding of cultural identity and preservation. Presents balanced, empathetic perspectives on generational and cultural shifts. Offers original, well-developed ideas and practical suggestions. Writing is well-structured, coherent, and fluent with appropriate magazine style.	4 - Proficient	Shows clear understanding of the topic with relevant explanation. Reflects thoughtful cultural perspective. Includes meaningful ideas with some originality. Organization and language are clear with minor lapses.	3 - Satisfactory	Displays basic understanding of the topic. Shows some awareness of cultural importance but with limited depth. Ideas are relevant but predictable or moderately developed. Structure is adequate though uneven, with noticeable language errors.	2 - Developing	Demonstrates limited or partial understanding of the topic. Reflection lacks depth. Ideas are few or insufficiently developed. Organization lacks clarity and language errors affect fluency.	1 - Emerging	Shows very limited understanding of the topic. Lacks reflective engagement. Ideas are repetitive or unclear. Writing is disorganized with frequent language errors.	
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10.	Attempt any one of the two, (A) or (B), in about 120 words. A) A massive insect towers over a city street. Buildings crumble, the ground is cracked, vehicles lie abandoned, and the setting sun casts an eerie golden glow. A small tricycle rests in the foreground, adding a haunting contrast to the scene. Write a descriptive essay titled “The Day the World Changed”. In your essay, you may describe:	5												

	• The setting and atmosphere of the ruined city • The appearance and movement of the giant creature • The emotions experienced by a witness to this event • The significance of the abandoned tricycle • The possible cause of this destruction Use powerful imagery, contrast, and mood to create a vivid and engaging description. OR B) A “Missing Cat” poster is pinned to a tree in a quiet park. The photograph shows a grey cat with intense eyes. The notice mentions a reward, suggesting urgency and distress. The surrounding greenery appears calm, creating a contrast with the anxiety implied in the poster. Write a descriptive or narrative essay titled “The Poster on the Tree”. In your essay, you may include: • The setting of the park and the atmosphere around the tree • Who might have put up the poster and why • The emotions of the owner searching for the cat • The significance of the reward mentioned • What happens when someone notices the poster • An unexpected twist, such as discovering the cat Use vivid sensory details, emotional depth, and strong imagery to make the scene engaging and meaningful.									
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	a) You witnessed a disagreement between two classmates that could have escalated into a conflict. Instead of taking sides immediately, you chose to listen carefully. Write an anecdote describing: • The context of the disagreement • How you responded • What you understood after listening to both perspectives • How the situation was resolved OR b) During a group project, one member felt unheard and accused others of ignoring their ideas. The situation became tense and uncomfortable. Write an anecdote describing: • The background of the group task • How the disagreement unfolded • What you did to ease the tension • How mutual understanding was eventually restored									
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	SECTION C LITERATURE	35 marks						
12.	Read the following extracts and solve ANY ONE of the given two, (A) or (B). A) <i>Max bit his lip nervously. The knocking was repeated. “What will you do now, Max?” Ausable asked. “If I do not answer the door, they will enter anyway. The door is unlocked. And they will not hesitate to shoot.” Max’s face was black with anger as he backed swiftly towards the window. He swung a leg over the sill. “Send them away!” he warned. “I will wait on the balcony. Send them away or I’ll shoot and take my chances!” The knocking at the door became louder and a voice was raised. “Mr Ausable! Mr Ausable!”</i> (The Midnight Visitor) I. Why does Max insist that Ausable should ‘send them away’? (1) a) He wants to test Ausable’s control over the situation. b) He fears exposure if the people at the door come in. c) He dislikes interruptions when making a deal. d) He plans to trick Ausable by confronting them himself later. II. How could Max have responded differently if he had been more open to considering Ausable’s words calmly? (2) III. The extract builds tension through dialogue. Explain how the short exchanges between the characters contribute to the flow and pace of the scene. (2) OR B) <i>“The young seagull was alone on his ledge. His two brothers and his sister had already flown away the day before. He was afraid to fly. When he ran to the brink of the ledge and attempted to flap his wings, he became afraid. The great expanse of sea stretched down beneath him, and he felt certain that his wings would never support him.”(The first flight)</i> I. Which of the following best explains why the young seagull could	5						

	not take his first flight? (1) a) His wings were too weak to support him. b) He did not receive encouragement from his parents. c) His fear of falling prevented him from trying. d) He was not interested in learning to fly. II. What can be inferred about the young seagull's mental state as he looked at the vast sea below? (2) III. Refute the statement that the young seagull lacked the physical ability to fly. (2)	
	Ans.12 A. The Midnight Visitor I. b) He fears exposure if the people at the door come in. II. Pointers • Could have listened calmly to Ausable • Might have assessed the situation rationally • Avoided panic and impulsive decision III. Pointers • Short dialogues create urgency • Quick exchanges increase suspense • Builds fast pace and dramatic tension OR B. The First Flight I. c) His fear of falling prevented him from trying. II. Pointers • Feeling anxious and insecure • Overwhelmed by vastness of sea • Doubting his own strength III. Pointers • His wings were fully grown • Siblings had already flown • Fear, not physical weakness, prevented flight (Any other relevant point may be accepted.)	

13.	Read the following extracts and solve ANY ONE of the given two, (A) or (B). A) <i>He stalks in his vivid stripes The few steps of his cage, On pads of velvet quiet, In his quiet rage.</i> (A Tiger in the Zoo) I. Fill in the blank with ONE suitable word to complete the blank. The phrase '<i>few steps of his cage</i>' symbolises the tiger's complete loss of (1) II. The expression "pads of velvet quiet" creates an image that primarily highlights: (1) (a) The tiger's fear of humans (b) The softness masking suppressed strength (c) The tiger's friendly nature (d) The silence of the zoo at night III. The tiger's "quiet rage" suggests suppressed frustration caused by confinement. If you were responsible for managing wildlife conservation and public safety, how would you resolve the conflict between protecting endangered animals and ensuring their freedom? Suggest practical and ethical solutions. (3) OR B) <i>He is learning, well behind his desperate eyes, The epistemology of loss, how to stand up Knowing what every man must one day know And most know many days, how to stand up.</i> (The Ball Poem) I. Which of the following best explains the meaning of the phrase '<i>epistemology of loss</i>' in the context of the poem? (1) a) Understanding how to replace lost objects b) Gaining knowledge about the value of money c) Learning through the experience of losing something d) Forgetting painful memories quickly II. Identify the line that suggests loss is an inevitable part of human life. (1) III. The boy is learning "how to stand up" after experiencing loss. If you were his friend and noticed him withdrawing from activities, how would you help him resolve his inner conflict between grief and	
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	moving forward? (3)	
	Ans. 13. A. A Tiger in the Zoo I. The phrase ‘few steps of his cage’ symbolises the tiger’s complete loss of freedom. II. (b) The softness masking suppressed strength III. Pointers (Any three) • Create large natural reserves and sanctuaries • Reduce captivity and improve habitat conditions • Enforce wildlife protection laws • Promote public awareness for coexistence OR B. The Ball Poem I. (c) Learning through the experience of losing something II. The line is: “Knowing what every man must one day know” III. Pointers (Any three) • Show empathy and emotional support • Encourage him to share feelings openly • Help him understand loss as part of life • Gradually involve him in activities to rebuild confidence (Any other relevant point may be accepted.)	
14.	Answer THREE of the following questions, in about 50-80 words each. I. How does Mijbil’s behaviour at the London flat reveal both his playful nature and his intelligence? Support your answer with reference to <i>Mijbil the Otter</i>. OR II. In the poem <i>Amanda!</i>, how does the contrast between Amanda’s imaginative world and the speaker’s instructions deepen the theme of childhood suppression? III. How does Nelson Mandela connect personal freedom with national freedom in <i>Nelson Mandela - Long Walk to Freedom</i>? What message does this hold for citizens in a democracy today? OR IV. How does the poet use the metaphor of fog entering silently to suggest the subtle yet powerful presence of challenges in life? What message does this convey about responding to uncertainty and change in today’s world? V. How does Lomov’s nervous and argumentative temperament create humour and tension in <i>The Proposal</i>? OR VI. In ‘Coorg’, how does the author use vivid imagery to present the region’s natural beauty and warrior history as equally defining	3x 3=9

	aspects of its identity?	
	Ans. 14. I. Mijbil the Otter Pointers • Playful activities in the flat • Curiosity and quick learning • Intelligent interaction with surroundings OR II. Amanda Pointers • Contrast between imagination and restrictions • Speaker's constant instructions • Theme of childhood control or suppression Ans. III. Nelson Mandela: Long Walk to Freedom Pointers • Personal freedom linked with collective freedom • Struggle against oppression • Message of responsibility in democracy OR IV. Fog Pointers • Fog as silent, subtle presence • Metaphor for life's challenges • Message of calm response to uncertainty V. The Proposal Pointers • Lomov's nervousness and insecurity • Trivial arguments creating humour • Tension arising from misunderstandings OR VI. Coorg Pointers • Vivid description of natural beauty • Reference to warrior traditions	

	• Both shaping regional identity (Any other relevant point may be accepted.)	
15.	Read the following extracts and solve TWO of the following in about 50-80 words each: I. Griffin misuses his discovery of invisibility for selfish and harmful purposes. Analyse his behaviour from the perspective of social responsibility and ethical sensitivity. How might empathy and moral awareness have changed the course of his life? (Footprints Without Feet) OR II. Mrs Pumphrey's excessive affection for Tricki worsened his condition. Evaluate her actions from the perspective of responsible care and emotional sensitivity. How can love sometimes become harmful despite good intentions? (A Triumph of Surgery) III. Hari Singh is given trust and kindness by Anil despite his dishonesty. Examine Anil's response as an example of emotional maturity and sensitivity. How does forgiveness become a tool for transformation? (The Thief's Story) OR IV. Horace Danby sees himself as a respectable thief. Analyse his moral reasoning. Does he show any sensitivity towards the consequences of his actions on others? (A Question of Trust)	3x2=6
	Ans. 15. I. Footprints Without Feet Pointers • Griffin misuses scientific discovery for selfish gain • Lack of social responsibility and moral awareness • Absence of empathy towards others • Ethical sensitivity could have led to constructive use of discovery OR II. A Triumph of Surgery Pointers • Mrs Pumphrey's overindulgence harms Tricki's health • Lack of responsible care despite good intentions • Emotional attachment clouding practical judgment • Love must be balanced with discipline and awareness III. The Thief's Story Pointers • Anil shows trust despite Hari Singh's dishonesty • Demonstrates emotional maturity and sensitivity • Forgiveness encourages self-reflection and change	

	• Kindness becomes a catalyst for transformation OR IV. A Question of Trust Pointers • Horace Danby justifies theft as harmless • Flawed moral reasoning and self-deception • Limited sensitivity towards victims • Failure to recognize ethical consequences (Any other relevant point may be accepted.)	
16.	Answer any one of the following two questions, in about 120-150 words I. Language is not just a tool for communication, but also a reflection of who we are and where we come from. In what ways do the writings in ‘From the Diary of Anne Frank’ and ‘Glimpses of India’ show that language can shape and reflect personal thoughts, cultural values, and social identity? Explain with examples from both texts. OR II. Both ‘Nelson Mandela: Long Walk to Freedom’ and ‘Madam Rides the Bus’ reveal how language reflects identity and culture. Mandela’s words inspire unity and dignity, while Vallikkannan’s simple storytelling captures the innocence and curiosity of everyday life. How do these two texts show that language shapes our understanding of ourselves and the world around us? Discuss with reference to the values and emotions expressed in each.	5x1 =5
	Ans. 16. I. From the Diary of Anne Frank and Glimpses of India Pointers • Language reflects Anne’s personal thoughts, emotions, and inner growth • Diary style reveals identity, self-awareness, and conflict • Cultural richness and regional identity portrayed in <i>Glimpses of India</i> • Description of traditions, people, and local life shaping social identity • Language expressing values, belonging, and perspective • Clear comparative connection between both texts (Any other relevant point may be accepted.) OR II. Nelson Mandela: Long Walk to Freedom and Madam Rides the Bus Pointers • Mandela’s powerful language promoting unity, equality, and dignity • Expression of struggle, freedom, and collective identity • Simple narrative style in <i>Madam Rides the Bus</i> reflecting innocence and	

	curiosity • Everyday language capturing social and cultural setting • Contrast between inspirational public voice and personal experiential voice • Language shaping understanding of identity and the world (Any other relevant point may be accepted.)	
17.	Answer any one of the following two questions, in about 120-150 words I. The poem <i>Fog</i> describes fog as coming “on little cat feet,” suggesting that nature moves quietly and mysteriously. Do you agree that silence and calmness can have as much power as noise and action? Give reasons and examples to support your view. OR II. In ‘Fire and Ice’, the poet presents two possible causes of destruction—desire and hatred. Which do you think is more dangerous for humanity, and why? Support your answer with reasoning and examples.	5x1 =5
	Ans. 17. I. Fog Pointers • Silence and calmness as subtle forms of power • Fog described as quiet yet impactful • Quiet forces can influence deeply and gradually • Examples from nature or human life • Power does not always require noise or aggression (Any other relevant point may be accepted.) OR II. Fire and Ice Pointers • Desire and hatred as destructive forces • Explanation of chosen emotion as more dangerous • Reference to poet’s viewpoint • Real-life or social examples to justify answer • Logical reasoning supporting opinion (Any other relevant point may be accepted.)	