COMMON PRE-BOARD EXAMINATION, 2012-13
English (Core)
Time allowed : 3 Hrs. Class – XII Maximum Marks : 100

General Instructions :
1. The paper is divided into three sections - A, B, & C. All sections are compulsory.
2. Adhere to the word-limit.
3. Read instructions carefully before attempting all questions.

Section-A: Reading Skills

1. Read the passage carefully and answer the questions that follow: 12 marks

1. Education is modern India's greatest leveller and its redemption. It is the tide that lifts every boat. We are all prisoners of birth, but education has the power to snap the meanest bonds of economic and social enslavement. It is the route out of the caste ghetto, the path out of the slum, the road to the high table. A degree in engineering or medicine gives the child of a mill hand as much opportunity as any son or daughter of privilege.

2. At home and at work, chances are that your domestic help, driver, dhobi, lifter, watchman and peon are doing whatever it takes to send their children to an 'English-medium' school, buy them a second-hand computer, pay for their tuition, get them trained in IT. They dream of empowering their child with the kind of ambition they never dared have. And when the child excels in a board exam, gets into big college or lands a good job, all those years of hardship and uncertainty melt away. In that defining moment there is a reinforcement of faith in the future - that it is possible to break the cycle of inequity by honourable means.

3. It is a well-worn cliche that ours is a country of glaring contradictions. Yes, we have one of the biggest education systems in the world—1.2 million schools, 6.3 million teachers and 290 million students, which is itself more than the population of every country in the world except China, India and the US. And yes, literacy has grown from 28% in 1961 to 68% today. But the other end of the scale is crumbling. We still have over 287 million illiterate people (from the age of five)—the largest in any country, and larger than the population of Indians (live and above) at the time of Independence.

4. If India is today considered an emerging super power and if the stereotype has shifted from snake-charmer to IT whiz, some of the credit must go .to our
I. Answer the following questions:

(a) Why do you think illiterate parents put in years of hardship? (Answer in a sentence)
(b) How is education modern India’s greatest leveller?
(c) Name any two glaring contradictions of our country in education?
(d) Whom are responsible for shift in image from snake charmer to IT whiz?
(e) How is our greatest strength becoming our biggest weakness?

2. Ironically, our greatest source of strength is threatening to become our biggest weakness. The education system is choking; strategically, we are in danger of losing our global competitive advantage. Entrepreneurs have found that education is a great new business, and there's nothing wrong with that so long as there is a genuine intent to provide quality education. But what about the question: can it reach children in slums and villages? If it can, can they afford it? The answer quite simply is no. As aspirations rise and disparities widen, and as the need for equity assumes even greater urgency, there is only one solution: to redeem the classroom.

5. Millions of underprivileged youth have no access to any form of schooling. Millions of the 460 million between 6 and 24 years old do not in the world, notably the US, have a voice that commands respect and attention on the global stage.

6. And yet, the many successes cannot hide the system's sprawling underbelly. The drop-out rate is depressing: a staggering 50% don't make it to college. The drop-out rate is depressing: a staggering 47 million odd who teach between classes I and VIII, almost half have not studied beyond secondary. There are no real education, and we don't need empirical proof to bear this out. There is a massive deficit of teachers, and this is a great new business, and there's nothing wrong with that so long as there is a genuine intent to provide quality education. But what about the question: can it reach children in slums and villages? If it can, can they afford it? The answer quite simply is no. As aspirations rise and disparities widen, and as the need for equity assumes even greater urgency, there is only one solution: to redeem the classroom.

5. Millions of underprivileged youth have no access to any form of schooling. Millions of the 460 million between 6 and 24 years, 170 million are not in the education system in our IITs and IISs, and to grassroots initiatives like midday meal schemes and the Navodaya Vidyalayas. This system has produced one of the world's largest pools of science and tech graduates and created a robust middle class. And with well-educated Indians in influential positions in the developed world, notably the US, India has a voice that commands respect and attention on the global stage.
2. **Read the passage given below and answer the questions that follow:**  (8 marks)

The freedom to impart information can come under attack in a variety of ways and particularly impinge on the freedom of the press. Pressure on journalists poses a very significant threat. Informal censorship refers to a variety of activities by public officials - ranging from telephone calls and threats to physical attacks - designed to prevent or punish the publication of critical material. The right of journalists to protect their sources is also important in ensuring the free flow of information on matters of public interest. International and regional human rights mechanisms have asserted that journalists should never be required to reveal their sources except under certain conditions. The media should be free to report on conflicts and public scrutiny in such situations is essential to controlling humanitarian and human rights abuses. Exclusion of the media is a very severe restriction on freedom of expression and information in this regard and restrictions should only be placed where there are clear safety concerns. Elections are other times when the freedom of the press to provide balanced and impartial information becomes critical and more vulnerable to repression by political actors.

Structural restrictions on the press call into question whether the media are free from political control at an institutional level. Restrictions can take the form of press laws which allow for government interference in the media, or which impose unwarranted restrictions on published content. All bodies with regulatory authority over the media, print or broadcast, should be fully independent of government. Processing of license applications should be open and transparent, with decisions about competing applications being made on the basis of pre-established criteria in the interest of the public's right to know. In addition, the powers of broadcast regulatory bodies should be limited to matters relating to licensing and complaints.

Media monopolies are another way in which the right to receive information from a variety of sources is restricted. State broadcasting monopolies do not serve the public interest but then in some smaller markets, a monopoly newspaper may be the only way to provide access to local news. Rules on monopolies need to be carefully designed to promote plurality of content, without providing the government with an opportunity to interfere in the media. Other examples of "structural censorship" i.e., use of economic measures by governments to control information, include preferential allocation of government advertising, government control over printing, distribution networks, or newsprint and the selective use of taxes.

Access to information held by public authorities is another aspect of the freedom of information debate. International/regional human rights mechanisms have asserted the
public's right to know and urged governments to adopt legislation along the following lines: the legislation should be guided by the principle of maximum disclosure; public bodies should be under an obligation to publish key information; public bodies should actively promote open government; exceptions should be clearly and narrowly drawn and subject to 'public interest tests.

(a) On the basis of your reading of the passage, make notes on it using headings and subheadings. Use recognizable abbreviations wherever necessary. (5 marks)

(b) Using your notes, write a summary of the above passage in about 80 words. Also suggest a suitable title. (3 marks)

Section-B Advanced Writing Skills 35 marks

3. As Student-Coordinator of the Social Responsibility Club of AMM School, Pune, draft a notice in not more than 50 words informing the students about the Christmas Carnival in the school to raise funds for the inmates of an orphanage- "Ashadeep." The children can put up stalls of eatables and fun games to generate funds. Give all details. You are Sara/Saransh. (5 marks)

OR

You are Dr. Madhu, M.D. You are looking for an independent house in Ghaziabad on a reasonable rent for your residence-cum clinic. Draft an advertisement in not more than 50 words, in the Hindustan Times. (5 marks)

4. The Sports Club of your school arranged a 4-day trekking expedition during the winter holidays. Draft a report about the same for your school magazine You are Simar/Samar. Word limit-125 (10 marks)

OR

The Interact Club of your school recently visited the Old age Home in the city. The visit and the interaction with the inmates left a profound effect on all the students. Briefly write a factual description of your visit.

5. The recent spurt in crime against women has received severe criticism from all sectors of society. Some blame it on the decline in moral values and weakening of the traditional joint family system in the country. As an enlightened citizen of the country, write a letter to the editor of a daily condemning this recent trend and suggesting how schools can help in fighting this menace. 150-200 words (10 marks)

OR

You are Srinath/Shweta. You come across the following advertisement in a national daily: You consider yourself suitable for the post. Write an application in response to the advertisement. (10 marks)
6. Religion is based on faith. However, faith must be rooted in reason. In the past, unable to understand the inexplicable mysteries of nature or cause of various natural calamities, people especially the religious heads, would attribute it to religion or the wrath of gods for some irreligious acts of humans. This is how superstitions and many sacrificial rituals were born. Write an article in not more than 200 words expressing your views on the difference between religion and superstition and need for adopting a logical and rational approach towards the happenings of life and the natural phenomena.

OR

You are Amit/Gouri. You strongly feel that education about life-skills should be made a compulsory part of school curriculum. Write an article in about 200 words explaining life skills education and its implication in a student's life.

Section-C — Literature Text

7. Read the stanza carefully and answer briefly:

No, in country money, the country scale of gain,
The requisite lift of spirit has never been found:
Or so the voice of the country seems to complain,
I can't help owning the great relief it would be:
To put these people at one stroke out of their pain.

(a) Why has the required lift of spirit never been found?
(b) What does the voice of the country seem to say?
(c) Explain the last line of the stanza.

OR

All lovely tales that we have heard or read
An endless fountain of immortal drink,
Pouring, unto us from the heaven's brink.

(a) What do the lovely tales refer to?
(b) What is described as immortal drink?
(c) How can death be glorious and grand?

English Core/XII

[5]

[P.T.O.]
8. **Answer any three of the following in about 30-40 words:**  
   **2x3=6 marks**
   
   (a) Do you think the poet Pablo Neruda advocate total inactivity and death. Why/why not? *(Keeping Quiet)*
   
   (b) Why do you think Aunt Jennifer created images that were so different from her character? *(Aunt Jennifer’s Tigers)*
   
   (c) What is the poet’s familiar ache and why does it return? *(My Mother at Sixty-six)*
   
   (d) What kind of future does Stephen Spender foresee for the slum children. *(An Elementary School class-room in a Slum)*
   
9. **Answer any 3 of the following questions in 30-40 words each:**  
   **2x3=6 marks**
   
   (a) The beauty of the glass bangles of Ferozabad contrasts with the misery of the people who make them. Elucidate.
   
   (b) What insight does the reader get into Sophie’s family? Does it impact her mind?
   
   (c) What psycho-philosophical truth is revealed in “Ratrap”?
   
   (d) Explain the conflict of duties that Ghandhij told the court, he was involved in.
   
10. **Answer the following questions in about 125-150 words:**  
   **10 marks**
   
   After reading the interview taken by Mukund Padmanabhan, what idea do you form about Umberto Eco and his work?
   
   **OR**
   
   ‘But I was not finished’. Describe how Douglas built up his confidence as a swimmer after the instructor had left him.
   
11. Government agencies, Sahukars, middlemen and police collude to keep Mukesh and other bangle makers trapped in the vicious circle of poverty. What values should be inculcated among the children from the inception so that they become instrumental in bringing about the change in the social fabric thereby creating a more equitable society?  
   **5 marks**
   
12. **Answer any one of the following in about 125-150 words:**  
   **7 marks**
   
   What are the similarities in the lives of Bama and Zitkala-Sa, though they belong to different cultures?  
   
   **OR**
   
   How does Mr. Lamb infuse Derry with a zest for living?
   
13. **Answer the following questions in 30-40 words:**  
   **2x4=8 marks**
   
   (a) Why did Charley rush back from the third level?
   
   (b) In what way did the question paper provide vital clues to the jail authorities?
   
   (c) After the General’s successful surgery, how did Sadao presume himself to be perfectly safe?
   
   (d) How did the Wizard solve as well as create problems for Roger?