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CLASS 10

English Language and Literature

Sample Paper 2 - Questions

15 questions | 80 marks | 2026-27

Time: 3 hours. Answer all questions and subparts unless a choice is stated. Marks are shown on the right. Write answers on separate sheets. Independently prepared practice paper.

Literature contexts are retold prompts. Use the prescribed work for supporting evidence.

Section A - Reading skills

1. Read the original passage. **10**

The school library owned more books than ever, yet borrowing had fallen. The first explanation sounded obvious: students were no longer interested in reading. Instead of accepting it, librarian Meera invited a group of volunteers to spend two afternoons watching how people used the room. They were asked to record movements and questions without judging the visitors.

The observations challenged the original explanation. Several students entered, walked between the same shelves and left without choosing anything. Some asked where beginner-level science books were kept. Others searched for short stories but found a display dominated by long novels. A learner who used a mobility aid explained that a narrow aisle made one section difficult to reach. Interest existed, but the arrangement did not always help people act on it.

The volunteers drew a map showing common routes and stopping points. They checked the catalogue and discovered that some labels used terms unfamiliar to younger readers. The group replaced several labels with clearer descriptions, opened a wider route and prepared a small display of shorter books. It left the books in the catalogue's correct order rather than creating an attractive arrangement that would make them harder to locate later.

For four weeks, the library recorded loans and asked a short question at the exit: had the visitor found something suitable? Both measures improved.

Meera nevertheless described the result as provisional. An examination period had just ended, giving many students more free time. The display might have helped, but the comparison did not isolate its effect from every other change. A good report, she explained, should identify uncertainty rather than hide it behind a large percentage.

The next survey included learners who seldom visited. Some said the opening hours clashed with transport arrangements. Others wanted help choosing a first book without feeling embarrassed. The volunteers introduced a brief recommendation service and tested an earlier opening on selected days. They learned that access involved time, language and confidence as well as the physical presence of books.

One council member proposed ranking classes by the number of books borrowed. Meera asked what the ranking would reward. A learner finishing a difficult book might borrow less often than someone taking several short books. The number of loans could guide decisions, but it could not measure every kind of reading. The group chose to publish a careful account of the changes, including comments that did not fit its first expectations.

By the end of term, the map had acquired corrections, notes and a few coffee stains. It was no longer a neat poster. It had become a record of questions answered and questions still open. The volunteers had begun by asking how to make students read more. They ended by asking how the library could understand its readers better.

(a) What initial explanation does the investigation challenge? **1**

(b) Why are volunteers asked to observe without judging? **1**

(c) Identify two barriers found during observation. **1**

(d) Why are books kept in the correct catalogue order? **1**

(e) What does provisional mean in the report? **1**

(f) Why does the end of examinations complicate the comparison? **1**

(g) What do interviews with non-visitors add? **2**

(h) Why might ranking classes by loans be misleading? **2**

2. Read the fictional data passage. **10**

A fictional school tested an after-class study room for four weeks. At the start, a survey of 200 learners recorded 80 choosing quiet individual work, 60 collaborative work, 40 borrowing materials and 20 digital research as their main purpose. The organisers then recorded 150 visits in Week 1 and 210 in Week 4. These are visits, not distinct learners: the same person could visit repeatedly. Of 120 voluntary feedback forms, 90 reported that the room was useful and 30 did not. The forms were completed by users who chose to respond; they were not a random sample of all learners. Opening hours, examination schedules and awareness of the room also changed during the trial. The figures can support practical questions about demand and access, but they do not alone establish the cause of the increase or the views of every learner. All figures in this passage are invented solely for this exercise.

(a) What percentage selected quiet individual work? **1**

(b) Which category was the second largest? **1**

(c) By what percentage did weekly visits rise? **1**

(d) What proportion of feedback respondents found the room useful? **1**

(e) Why should 210 visits not be reported as 210 different users? **1**

(f) Why cannot the feedback percentage be treated as every learner's view? **1**

(g) Does the increase prove the new room arrangement caused greater use? **2**

(h) Suggest one better follow-up step. **2**

Section B - Grammar and writing

3. Language practice: answer each item as directed. **10**

(a) Choose: Each of the students (has/have) a responsibility. **1**

(b) Correct: She completed the work tomorrow. **1**

(c) Report: Ravi said, "I am ready." **1**

(d) Join with a relative clause: The book is on the desk. The book belongs to Noor. **1**

(e) Complete: If it rains, we ___ (move) inside. 1

(f) Correct: Neither of the answers are complete. 1

(g) Use the passive: The team repaired the bench. 1

(h) Use a suitable determiner: There is ___ water in the bottle, but not enough for everyone. 1

(i) Report: The teacher said to us, "Please wait." 1

(j) Rearrange: evidence / carefully / examine / should / we 1

4. Write a formal letter of 120-150 words to the editor about unsafe traffic near a school. Explain effects on students and propose realistic improvements. 5

5. Write a 100-120-word analytical paragraph based on the following fictional data. Compare important figures and identify a limitation of the evidence. 5
The following survey data are fictional. A school asked 160 students to select one preferred activity: gardening received 48 choices, reading 64, music 32 and drama 16. Every respondent chose exactly one option. Attendance at a separate lunchtime activity rose from 30 in its first week to 50 in its fourth week. The participants were not necessarily the same, and the timetable changed. Of 50 feedback forms issued, 25 were returned. The survey was voluntary and covered one school. Preference, attendance and feedback measure different things; the school has no comparison group and no information about people who did not respond.

Section C - Literature

6. Read the retold context below (not a textbook quotation): Lencho wrongly suspects the people who collected money for him. 5
Explain how this situation develops the concern identified as Lencho's faith. Support your response with relevant details from the prescribed work.

7. Read the retold context below (not a textbook quotation): Personal wishes develop into responsibility for the freedom of a people.
Explain how this situation develops the concern identified as Mandela's freedom. Support your response with relevant details from the prescribed work. **5**

8. Discuss Anne's diary in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

9. Discuss Valli's independence in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

10. Discuss Kisa Gotami's learning in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

11. Discuss The caged tiger in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

12. Discuss Loss in The Ball Poem in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

13. Discuss Amanda's imagination in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

14. Discuss Hari Singh's return in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **6**

15. Discuss Horace's deception in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **6**

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