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CLASS 10

English Language and Literature

Sample Paper 3 - 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 first rain gauge at Hillview School was made from a clear bottle, a ruler and a small wooden stand. Leela's group wanted to compare rainfall in different parts of the grounds. They placed one bottle under a tree because the spot was easy to reach from their classroom. Another group chose an open patch beside the playing field. When the first shower ended, the two readings were different. Several students immediately announced that one part of the school had received much more rain.

Their science teacher asked them to describe the two sites before explaining the numbers. Leaves hung above the first bottle, and drops continued falling from them after the shower. Some rain had been caught by the branches; some had gathered and fallen in larger drops. The bottle on the field had no similar covering. The groups had measured water collected in different conditions. A difference between readings was real, but the explanation they had attached to it needed further thought.

The students moved both gauges to open locations and agreed on a fixed reading time. They labelled each bottle and made a shared record. On a dry morning, however, the register showed a surprisingly high total. Nobody had invented the number. One student had recorded the previous afternoon's reading again because the bottle had not been emptied. Correcting the table was straightforward. Understanding why the mistake had occurred required the group to discuss responsibilities that had seemed too obvious to write

down.

Leela proposed a short checklist: record the date and time, read at eye level, enter the measurement and empty the container. Another student suggested that two people check unusually large readings together. The teacher supported the idea but warned against checking only figures that looked unusual. Small, ordinary mistakes could also affect a result. The group began to keep brief notes about the conditions and any uncertainty beside the numbers.

After three weeks, the students prepared a display. Their graph was less dramatic than the first comparison. It did not prove that the field was consistently wetter than the courtyard. Instead, it showed what the group had learned about collecting evidence. They included the early mistake and explained their revised procedure. Leela worried that visitors might think the project had failed. During the exhibition, a younger pupil read the checklist, examined a bottle and asked whether she could make a gauge at home. Leela realised that an honest account of a method could be useful even when it produced no spectacular discovery.

(a) Why did the first group choose the place beneath the tree? **1**

(b) Give one reason why the first two readings were not directly comparable. **1**

(c) What caused the unexpectedly high reading on a dry morning? **1**

(d) What is the purpose of the proposed checklist? **1**

(e) Why should checking not be limited to unusually large figures? **1**

(f) What does the word dramatic suggest about the first comparison? **1**

(g) Explain why including the mistake strengthens the display. **2**

(h) Does the project support a claim that the field always receives more rain? Explain. **2**

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

The following survey data are fictional. A school asked 200 students to select one preferred activity: gardening received 60 choices, reading 80, music 40 and drama 20. Every respondent chose exactly one option. Attendance at a separate lunchtime activity rose from 40 in its first week to 60 in its fourth week. The participants were not necessarily the same, and the timetable changed. Of 50 feedback forms issued, 30 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.

(a) How many students preferred gardening? **1**

(b) Which activity received the most choices? **1**

(c) Find the percentage choosing gardening. **1**

(d) Which activity received the fewest choices? **1**

(e) Calculate the attendance increase. **1**

(f) Find the percentage attendance increase. **1**

(g) Calculate the feedback response rate. **2**

(h) Explain why the figures cannot establish improved experience for every learner. **2**

Section B - Grammar and writing

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

(a) Choose: Neither of these routes (is/are) safe after dark. **1**

(b) Complete: She ___ (work) on the report since Monday. **1**

(c) Report: Aman said, "I have checked the figures." **1**

(d) Report the question: The teacher asked me, "Did you empty the bottle?" **1**

(e) Choose: There are (fewer/less) errors in this table. **1**

(f) Complete: If we leave now, we ___ (reach) the hall on time. **1**

(g) Use the passive: The pupils recorded the readings. 1

(h) Correct: Each of the records contain a date. 1

(i) Report: The librarian said to us, "Please keep the doorway clear." 1

(j) Rearrange: must / before / the details / we / publishing / check 1

4. Write a formal letter of 100-120 words to the editor explaining the value of collecting reliable evidence in community projects. Discuss a concrete problem and propose practical action. 5

5. Write a 100-120-word analytical paragraph using these fictional data. Compare significant figures and state a limitation of the evidence. 5

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Section C - Literature

6. Read the retold context below (not a textbook quotation): A carefully planned journey exposes Valli to an experience of loss. 5

Explain how this situation develops the concern identified as Valli's independence. Support your response with relevant details from the prescribed work. Explain how the details of language or action support your interpretation.

7. Read the retold context below (not a textbook quotation): The search for a household untouched by death changes her understanding.
Explain how this situation develops the concern identified as Kisa Gotami's learning. Support your response with relevant details from the prescribed work. Explain how the details of language or action support your interpretation. **5**

8. Discuss The caged tiger in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Explain how the details of language or action support your interpretation. **3**

9. Discuss Loss in The Ball Poem in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Explain how the details of language or action support your interpretation. **3**

10. Discuss Amanda's imagination in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Explain how the details of language or action support your interpretation. **3**

11. Discuss Hari Singh's return in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Explain how the details of language or action support your interpretation. **3**

12. Discuss Horace's deception in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Explain how the details of language or action support your interpretation. **3**

13. Discuss Fear and the first flight in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Explain how the details of language or action support your interpretation. **3**

14. Discuss Changing moods in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Explain how the details of language or action support your interpretation. **6**

15. Discuss Desire and hatred in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Explain how the details of language or action support your interpretation. 6

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