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CLASS 11

English Elective

Sample Paper 3 - Questions

16 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 prose passage. **12**

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? **2**

(f) What does the word dramatic suggest about the first comparison? **2**

(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 original poem. **5**

We placed a jar beside the wall,
and waited for the rain;
the morning left a silver line,
then cleared the glass again.
We wrote the measure in a book,
but kept a space below
for things a number could not tell
and things we did not know.
The empty space was not a fault,
nor proof our work was small;
it let another question in
before we closed the wall.

(a) What does the jar collect? **1**

(b) What does the space below the number represent? **1**

(c) How does the poem question the idea of a fault? **1**

(d) Explain the effect of the final two lines. **1**

(e) Identify an image linking a physical object to an abstract idea. **1**

3. Read the fictional data passage. **8**

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. 1

(h) Explain why the figures cannot establish improved experience for every learner. 1

Section B - Grammar and writing

4. Write a 150-200-word article for the school magazine on collecting reliable evidence. Develop a clear viewpoint with examples and a reasoned conclusion. 5

5. Write a 120-150-word assembly speech about collecting reliable evidence. Address the audience and propose an action students can take. 5

6. Write a 120-150-word debate speech for or against the motion: "Community projects should prioritise collecting reliable evidence over impressive publicity." Develop reasons and address an opposing view. 5

Section C - Literature

7. Read the retold context below (not a textbook quotation): A migrant's life develops through encounters, marriage and changing surroundings. Explain how this situation develops the concern identified as Migration and belonging. Support your response with relevant details from the prescribed work. Explain how the details of language or action support your interpretation. 5

8. Read the retold context below (not a textbook quotation): The speaker reveals the absurdity of reducing a person to skin colour.
Explain how this situation develops the concern identified as Racial prejudice. Support your response with relevant details from the prescribed work. Explain how the details of language or action support your interpretation. **5**

9. Discuss Possession and nature 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. **2**

10. Discuss Unheard grief 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 Destructive desire 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. **5**

12. Answer either A or B. **5**
A. How does Bluntschli's practical experience challenge Raina's romantic picture of warfare in Arms and the Man? Explain how the details of language or action support your interpretation.
OR
B. Explain how Santiago’s conduct in The Old Man and the Sea develops the ideas of endurance and dignity. Support your response with relevant details.

13. Answer either A or B. **5**
A. How does Shaw use comedy to question social pretence and romantic heroism in Arms and the Man? Explain how the details of language or action support your interpretation.
OR
B. Explain how Santiago’s conduct in The Old Man and the Sea develops the ideas of endurance and dignity. Support your response with relevant details.

14. Answer either A or B. **2**

A. Why is Santiago's achievement in The Old Man and the Sea not fully measured by the material catch he brings home? Explain how the details of language or action support your interpretation.

OR

B. Explain how Bluntschli’s practical view of soldiering in Arms and the Man challenges romantic ideas about heroism. Support your response with relevant details.

15. Answer either A or B. **3**

A. Discuss the significance of Manolin's relationship with Santiago in The Old Man and the Sea. Explain how the details of language or action support your interpretation.

OR

B. Explain how Bluntschli’s practical view of soldiering in Arms and the Man challenges romantic ideas about heroism. Support your response with relevant details.

16. Answer either A or B. **5**

A. Discuss how Santiago's struggle develops the novel's ideas about effort, dignity and the limits of human control. Explain how the details of language or action support your interpretation.

OR

B. Explain how Bluntschli’s practical view of soldiering in Arms and the Man challenges romantic ideas about heroism. Support your response with relevant details.

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