First Hope

GET SOLUTIONS

Click here to visit our website

CLASS 12 ENGLISH CORE - PRACTICE QUESTIONS

For solutions, download the FirstHope app now.

Scan or click here

Click here to get solutions >

Available on Google Play

JOIN THE FIRSTHOPE COMMUNITY

Join our Telegram channel

Click here to join Telegram >

Scan or click here

@FirstHope_CBSE_Notes

Instagram

@firsthope.school

Click here to follow >

YouTube channel

@firsthope.school

Click here to watch >

FirstHope website

firsthope.co.in

Click here to visit our website >

CBSE / Class 12 / English Core

For solutions, download the FirstHope app now.

CLASS 12

English Core

Sample Paper 2 - 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 passage. **10**

When a town tested a revised bus timetable, the first public report displayed a pleasing result: average waiting time at three central stops had fallen. The transport team had worked hard, and the improvement deserved attention. Yet an analyst asked a question that a single average could not answer. Whose waiting had become shorter, and whose journeys were absent from the calculation?

The observers had collected information during selected weekday hours. They had measured the time between a passenger's arrival at a stop and the next suitable bus. This was a reasonable starting definition, but it excluded people who had stopped attempting the journey because services were inconvenient. It also excluded the walk to the stop and the uncertainty of making a connection. A carefully calculated number could therefore be accurate within its definition while still providing an incomplete account of access.

The team divided the results by route and time of day. Some improvements were substantial; elsewhere the change was small. A few passengers reported longer journeys because a better-spaced local service no longer aligned with a connecting bus. These findings did not show that the pilot had failed. They showed that the meaning of improvement depended partly on which outcome was being considered.

Several residents asked for a survey at weekends and near the town's edge. The team invited feedback through an online form, then noticed that relying on the form alone could reproduce another access problem. People with limited connectivity, little time or difficulty using the form might remain unheard. Paper responses and short interviews were added. The expanded approach was slower, but it broadened the range of experiences considered.

A proposal to publish a single ranking of routes reopened the discussion. Rankings are convenient, but two routes can have very different purposes. One may carry large numbers through a dense centre; another may provide a vital connection for a smaller, dispersed community. Cost, frequency and passenger totals are relevant, but none alone settles the public question of what a transport service should achieve.

The final report called the findings provisional. Its authors separated observation from interpretation and recommendation. They acknowledged the limited observation period, described the groups not fully represented and explained which comparisons were reasonably supported. They also made decisions. Recognising uncertainty did not require postponing every improvement until perfect information arrived. It required choosing actions proportionate to the evidence and arranging a way to review their effects.

The town kept the revised timetable on several routes and adjusted others. It published the questions it intended to revisit, including connections, weekend access and experiences beyond the central stops. The most valuable change may have been a habit of enquiry. The average remained in the report, but it no longer stood alone. Numbers became part of a public explanation rather than a substitute for one.

(a) What central question does the analyst raise? **1**

(b) How is waiting time operationally defined in the pilot? **1**

(c) Identify two experiences excluded by that definition. **1**

(d) Explain how a number can be accurate yet incomplete. **1**

(e) Why are results separated by route and time? **1**

(f) Why can an online-only form create a problem? **1**

(g) Why does the passage question a simple route ranking? **2**

(h) How are observation and recommendation distinguished? 2

2. Read the fictional data passage. 12

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? 2

(f) Why cannot the feedback percentage be treated as every learner's view? 2

(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. Write a notice of up to 50 words announcing a school book-exchange event. Include a suitable date, time, venue, eligibility and contact details. 4

4. Draft a formal invitation of about 50 words to a school literary festival on 20 November 2026 at 10 a.m. in the school auditorium. Include host and RSVP details. 4

5. 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

6. Write an article of 150-200 words for a school magazine on the value and limits of using numbers to judge a project's success. Include a title and examples. 5

Section C - Literature

7. Read the retold context below (not a textbook quotation): Franz recognises a lesson's value when the opportunity is ending.
Explain how this situation develops the concern identified as Language and identity. Support your response with relevant details from the prescribed work. 5

8. Read the retold context below (not a textbook quotation): Anecdotes expose conditions that limit children's choices.
Explain how this situation develops the concern identified as Structures of deprivation. Support your response with relevant details from the prescribed work. 5

9. Discuss Confronting fear in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. 3

10. Discuss Trust and transformation in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. 3

11. Discuss Practical leadership in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. 3

12. Discuss Work and appearance in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. 3

13. Discuss Adolescent fantasy in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. 3

14. Discuss Separation anxiety in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **3**

15. Discuss Reflective stillness in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **6**

16. Discuss Sustaining beauty in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. **6**

First Hope

First Hope

GET SOLUTIONS

Click here to visit our website

CLASS 12 ENGLISH CORE - PRACTICE QUESTIONS

For solutions, download the FirstHope app now.

Scan or click here

Click here to get solutions >

Available on Google Play

JOIN THE FIRSTHOPE COMMUNITY

Join our Telegram channel

Click here to join Telegram >

Scan or click here

@FirstHope_CBSE_Notes

Instagram

@firsthope.school

Click here to follow >

YouTube channel

@firsthope.school

Click here to watch >

FirstHope website

firsthope.co.in

Click here to visit our website >

CBSE / Class 12 / English Core

For solutions, download the FirstHope app now.