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CLASS 12

English Core

Sample Paper 4 - 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**

At the community repair morning, Nikhil expected to spend most of his time opening broken appliances. He had practised replacing a loose switch in a training session and carried a new set of tools. His first task was to sit at the welcome table with a pencil and a stack of forms. Visitors described their objects while he wrote down what had happened. He felt that someone else was doing the interesting work.

An elderly visitor brought a desk lamp that stopped working whenever it was moved. Nikhil wrote that the bulb was faulty. The volunteer beside him asked whether the visitor had actually said that. She had described a symptom, not identified its cause. The difference mattered: a loose connection required different attention from a failed bulb. Nikhil crossed out his first diagnosis and recorded the visitor's words more carefully. A trained electrician later inspected the lamp and explained why it should not be tested repeatedly without a proper safety check.

As the queue grew, the organisers divided objects into categories. Some repairs could be considered immediately; others needed specialist equipment or parts that were unavailable. A few items were unsuitable for the session. Visitors sometimes felt disappointed when an object was returned unrepaired. The coordinator explained the limits of the service and offered information about appropriate next steps. Promising to fix everything would have made the morning sound more generous, but it would not have made

the work more responsible.

At another table, a volunteer showed a teenager how to sew a torn bag. The repair was simple, yet the conversation lasted longer than expected. The teenager wanted to understand why the fabric had split and where an extra layer would help. Meanwhile, a damaged radio remained closed because the right replacement part could not be found. Counting only repaired objects would have treated the bag as one success and the radio as one failure. It would have missed the learning at one table and the sensible decision at the other.

Before closing, the organisers invited suggestions. Several visitors praised the repairs. One person pointed out that the forms were difficult to read, and another had struggled to hear instructions across the crowded room. Nikhil proposed larger print and a quieter place for explanations. He had repaired fewer objects than he had imagined, but he understood the event differently. Listening, explaining limits, recording information and making room for learners were part of the work. The welcome table had not kept him outside the project. It had helped him see what the whole project needed.

(a) What did Nikhil initially expect to do? **1**

(b) Why was faulty bulb an inaccurate first entry? **1**

(c) Why were some objects not repaired during the session? **1**

(d) How did the coordinator respond to disappointed visitors? **1**

(e) What did the teenager want beyond a stitched bag? **1**

(f) Identify one barrier mentioned in the feedback. **1**

(g) Explain a limitation of counting repaired objects as the only measure of success. **2**

(h) How does Nikhil's view of the welcome table change? **2**

2. Read the fictional data passage. **12**

The following survey data are fictional. A school asked 240 students to select one preferred activity: gardening received 72 choices, reading 96, music 48 and drama 24. Every respondent chose exactly one option. Attendance at a separate lunchtime activity rose from 50 in its first week to 70 in its fourth week. The participants were not necessarily the same, and the timetable changed. Of 50 feedback forms issued, 35 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. **2**

(f) Find the percentage attendance increase. **2**

(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. Write a notice of up to 50 words inviting volunteers for a community repair workshop. Supply the date, venue, duties and contact details. **4**

4. Draft a formal invitation of about 50 words for a reuse and repair fair. Supply suitable host, date, time, venue and RSVP details. **4**

5. Write a formal letter of 120-150 words to the editor explaining the value of learning practical skills responsibly in community projects. Discuss a concrete problem and propose practical action. **5**

6. Write a 150-200-word article for the school magazine on learning practical skills responsibly. Develop a clear viewpoint with examples and a reasoned conclusion. 5

Section C - Literature

7. Read the retold context below (not a textbook quotation): Sophie's stories reveal longing without becoming verified events.
Explain how this situation develops the concern identified as Adolescent fantasy. Support your response with relevant details from the prescribed work. Develop your answer by examining a contrast or a change in perspective. 5

8. Read the retold context below (not a textbook quotation): The speaker's farewell conceals fear of losing her mother.
Explain how this situation develops the concern identified as Separation anxiety. Support your response with relevant details from the prescribed work. Develop your answer by examining a contrast or a change in perspective. 5

9. Discuss Reflective stillness in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. 3

10. Discuss Sustaining beauty in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. 3

11. Discuss Rural aspiration in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. 3

12. Discuss Art and constraint in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. 3

13. Discuss Escapist possibility in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. **3**

14. Discuss Moral conflict in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. **3**

15. Discuss Openness and dignity in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. **6**

16. Discuss Resistance to discrimination in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Develop your answer by examining a contrast or a change in perspective. **6**

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