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CLASS 12

English Core

Sample Paper 5 - 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**

The town's transport committee displayed two maps of a proposed footbridge. One showed the shortest route between the bus stop and the market. The other marked the paths people already used, including a longer route around a steep bank. On the first map, the bridge seemed an obvious improvement. Farah, a student attending the meeting with her grandfather, wondered why the second map had so many handwritten notes.

The notes came from walks organised at different times of day. Traders had described moving loaded carts before sunrise. Older residents had pointed out places where they stopped to rest. Parents had mentioned the difficulty of crossing after school, when the road was crowded. A cleaner described the bank after heavy rain. These accounts did not all ask for the same solution. They showed that a route could be short on paper and difficult in use.

An engineer explained that the first design could be built within the proposed budget. Adding a gentler approach would require a different arrangement of space and cost. One committee member wanted an immediate vote. Another suggested observing the site during rain before choosing between the designs. Several people were impatient: the town had discussed the crossing for years. Waiting for evidence could become an excuse for avoiding a decision, they argued. Yet deciding quickly without examining a known difficulty could create a problem that would last much longer.

The committee agreed to a short, clearly defined review. Volunteers counted users on three days and recorded the weather and time. They also spoke with people who avoided the crossing. The count alone would not have found those residents, since they had chosen another route. The report distinguished observed journeys from estimates and included the limits of its small sample. Farah helped type the notes and noticed how often a neat sentence became less certain when its supporting detail was added.

The revised plan was presented two weeks later. It did not satisfy every request, and some questions about maintenance remained. However, the committee could explain why particular changes had been made and what would be checked after construction. Farah kept both original maps. She no longer thought of the handwritten notes as untidy additions to a finished design. They recorded the experience that the first drawing had left out. A useful plan, she decided, should help people understand a choice and return to it when conditions changed.

(a) What does the first map emphasise? **1**

(b) Where did the handwritten notes come from? **1**

(c) Why can a short route still be difficult to use? **1**

(d) What concern supported a quick decision? **1**

(e) Why did the review include people who avoided the crossing? **1**

(f) What information accompanied the user counts? **1**

(g) How does the fixed review period address the disagreement about delay? **2**

(h) Explain the changed significance of the notes for Farah. **2**

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

The following survey data are fictional. A school asked 280 students to select one preferred activity: gardening received 84 choices, reading 112, music 56 and drama 28. Every respondent chose exactly one option. Attendance at a separate lunchtime activity rose from 60 in its first week to 80 in its fourth week. The participants were not necessarily the same, and the timetable changed. Of 50 feedback forms issued, 40 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 neighbourhood walking survey. Supply the date, venue, duties and contact details. **4**

4. Draft a formal invitation of about 50 words for a student planning exhibition. 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 listening before making decisions in community projects. Discuss a concrete problem and propose practical action. **5**

6. Write a 150-200-word article for the school magazine on listening before making decisions. Develop a clear viewpoint with examples and a reasoned conclusion. 5

Section C - Literature

7. Read the retold context below (not a textbook quotation): Natural and remembered forms counter despair.
Explain how this situation develops the concern identified as Sustaining beauty. Support your response with relevant details from the prescribed work. Evaluate the significance of the concern, supporting your judgement with relevant details. 5

8. Read the retold context below (not a textbook quotation): Passing traffic does not necessarily improve the sellers' lives.
Explain how this situation develops the concern identified as Rural aspiration. Support your response with relevant details from the prescribed work. Evaluate the significance of the concern, supporting your judgement with relevant details. 5

9. Discuss Art and constraint in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Evaluate the significance of the concern, supporting your judgement with relevant details. 3

10. Discuss Escapist possibility in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Evaluate the significance of the concern, supporting your judgement with relevant details. 3

11. Discuss Moral conflict in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Evaluate the significance of the concern, supporting your judgement with relevant details. 3

12. Discuss Openness and dignity in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Evaluate the significance of the concern, supporting your judgement with relevant details. 3

13. Discuss Resistance to discrimination in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Evaluate the significance of the concern, supporting your judgement with relevant details. 3

14. Discuss Language and identity in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Evaluate the significance of the concern, supporting your judgement with relevant details. 3

15. Discuss Structures of deprivation in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Evaluate the significance of the concern, supporting your judgement with relevant details. 6

16. Discuss Confronting fear in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. Evaluate the significance of the concern, supporting your judgement with relevant details. 6

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