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CLASS 12

English Elective

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 prose passage. **12**

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? **2**

(f) Why can an online-only form create a problem? **2**

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

(h) How are observation and recommendation distinguished? 2

2. Read the original poem. 4

THE REPAIRED BRIDGE (original poem)
A plank lay loose beside the narrow stream;
The walkers turned and sought a longer way.
A child drew crossing lines inside a dream;
A neighbour brought a tool at close of day.
They measured twice before they drove the nail,
And left a space for rain to travel through.
No ribbon marked the work, no grand detail;
The bridge looked much as bridges often do.
But morning found two footsteps side by side,
Then wheels, then laughter moving toward the square.
The quiet work had shortened more than tide:
It changed how far a neighbour seemed from there.

(a) What practical obstacle begins the poem? 1

(b) What do measuring twice and leaving drainage space suggest? 1

(c) How does the poem contrast appearance with significance? 1

(d) Discuss the significance of footsteps, wheels and laughter. 1

3. Read the fictional data passage. 4

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

Section B - Grammar and writing

4. Language practice: answer each item as directed. 8

(a) Choose: Each of the students (has/have) a responsibility. 1

(b) Correct: She completed the work tomorrow. 1

(c) Report: Ravi said, "I am ready." 1

(d) Join with a relative clause: The book is on the desk. The book belongs to Noor. 1

(e) Complete: If it rains, we ___ (move) inside. 1

(f) Correct: Neither of the answers are complete. 1

(g) Use the passive: The team repaired the bench. 1

(h) Use a suitable determiner: There is ___ water in the bottle, but not enough for everyone. 1

5. 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

6. Write a speech of 120-150 words for the school assembly on sharing responsibilities in community projects. Include an opening, two developed points and a practical closing. 5

7. Write a 150-200 word original narrative in which a character changes their mind after listening carefully to another person. Develop a concrete situation and a meaningful ending. 5

8. 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

Section C - Literature

9. Read the retold context below (not a textbook quotation): The possibility of leaving does not resolve the character's inner hesitation.
Explain how this situation develops the concern identified as Eveline's paralysis. Support your response with relevant details from the prescribed work. 6

10. Read the retold context below (not a textbook quotation): Accounts of dreams do not remove uncertainty about how events acquire meaning.
Explain how this situation develops the concern identified as Dream and interpretation. Support your response with relevant details from the prescribed work. 6

11. Discuss Memory and identity in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. 2

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

13. Discuss Imaginative creation in the prescribed work. Explain the connection between character, situation and theme using relevant textual details. 5

14. Answer either A or B. 2
A. How does Raja's narrative perspective in A Tiger for Malgudi challenge human self-importance?
OR
B. Explain how Margayya’s concern for wealth affects a family relationship in The Financial Expert.

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

A. Contrast Raja's experience of exploitation with the different influence of the Master in A Tiger for Malgudi.

OR

B. Discuss how The Financial Expert examines the difference between financial success and a secure, meaningful life.

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

A. Discuss power, freedom and transformation in A Tiger for Malgudi, with reference to Raja and the Master.

OR

B. How does Margayya’s financial advice create a relationship of dependence in The Financial Expert?

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