

TestGenie
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English — Class 10

Chapter(s): From the Diary of Anne Frank

Maximum Marks: 39

Time Allowed: 1 Hour 10 Minutes

Section A — MCQ & Assertion-Reason (1 mark each)

Q1. Anne says, "Paper has more patience than people." Which situation from the diary best supports the meaning of this statement? [1 mark]

- A) She expects teachers to be predictable and fair in the promotion meeting.
- B) She believes writing to Kitty will let her share feelings without being judged or interrupted.
- C) She thinks her classmates will stop betting if she scolds them strongly enough.
- D) She assumes everyone will be interested in reading her diary immediately.

Q2. Anne calls teachers "the most unpredictable creatures on earth." Which inference best explains why she says this in the context of the class being 'quaking in its boots'? [1 mark]

- A) Teachers change the syllabus without warning, so students cannot prepare at all.
- B) Teachers base promotion entirely on holiday savings bet by students.
- C) Teachers' final decisions may not match students' expectations about who deserves to pass or be kept back.
- D) Teachers never allow students to move up to the next form under any circumstances.

Q3. Choose the option that most accurately captures why Anne decides not to begin her diary by 'plunging right in' but instead gives a brief sketch of her life. [1 mark]

- A) She wants to prove that her writing is historically important for publication.
- B) She fears that Kitty will misunderstand her stories without background details about her family and childhood.
- C) She plans to submit the diary as a school assignment graded by Mr Keesing.
- D) She wants to hide her real identity by mixing facts with imaginary details.

Q4. In the line, "G.'s pleading glances and my angry outbursts can't calm them down," which contrast is most clearly highlighted? [1 mark]

- A) Private feelings vs public performance
- B) Two different attempts to stop the boys' betting-soft persuasion and sharp reprimand-both failing
- C) Fear of maths vs fear of teachers

D) Anne's confidence vs Margot's nervousness

Q5. A student says: "Anne is confident about passing, so she must be arrogant."

Which option is the best rebuttal based only on the given diary extract? [1 mark]

- A) Anne admits she has never written anything before, which proves she is humble in all matters.
- B) Anne is not worried about her group because they 'will make it', yet she openly admits uncertainty in maths, showing balanced self-assessment rather than arrogance.
- C) Anne calls many classmates 'dummies', so she is clearly arrogant without exception.
- D) Anne laughs at the boys, so her confidence is always meant to insult others.

Q6. Assertion (A): Anne's decision to treat her diary as a friend is driven by her need to confide personal feelings safely.

Reason (R): She believes 'paper has more patience than people', so writing allows her to express herself without fear of being judged. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Q7. Assertion (A): Anne's class is anxious because the promotion meeting can change students' academic future.

Reason (R): Teachers decide who moves up to the next form and who is kept back, and their decisions cannot be predicted with certainty. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Q8. Assertion (A): Anne is completely unconcerned about the result of the teachers' meeting.

Reason (R): She believes that about a quarter of the class should be kept back because there are many 'dummies'. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Q9. Assertion (A): Anne includes a brief sketch of her life because she dislikes writing about herself.

Reason (R): She feels that Kitty would not understand her stories properly without

some background information. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Q10. Assertion (A): The boys' repeated 'Yes, you are/No, I'm not' exchange shows that the class is treating the meeting with mature seriousness.

Reason (R): Some students have bet their entire holiday savings on who will pass, and the conversation runs from morning to night. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Section B — Very Short Answer (2 marks each)

Q11. Answer in exactly two sentences: How does Anne's decision to write to 'Kitty' change the style of her diary entries, and why is that useful for her? [2 marks]

Q12. Answer in exactly two sentences: Anne says teachers are 'unpredictable creatures'. Give one textual reason for this view and one effect it has on the students' behaviour in class. [2 marks]

Q13. Answer in exactly two sentences: What does Anne's mixed reaction-calling some classmates 'dummies' yet admitting she is unsure of maths-reveal about her as a narrator? [2 marks]

Section C — Short Answer (3 marks each)
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Q14. Answer in exactly 3 numbered points with headings (130-160 words): Analyse how Anne uses humour to cope with uncertainty in the extract about the teachers' meeting. Support each point with one specific textual reference. [3 marks]

Q15. Answer in exactly 3 numbered points with headings (130-160 words): 'Anne is both independent and longing for connection.' Evaluate this statement using evidence from her reasons for writing a diary and her remark about finding a 'real friend'. [3 marks]

Q16. Answer in exactly 3 numbered points with headings (130-160 words): Explain how the idiom 'quaking in its boots' and the repeated dialogue 'You're going to pass/No, I'm not' together create the mood of the classroom. [3 marks]

Section D — Long Answer (5 marks each)

Q17. Anne says, "Paper has more patience than people," and begins to treat her diary as a friend named 'Kitty'. Explain how this choice works as a coping strategy rather than a hobby. Your answer must: (a) analyse at least two emotions Anne is managing, (b) show how her language choices reveal trust issues, and (c) evaluate one limitation of confiding in paper instead of people. Answer in 220-280 words in the required format. [5 marks]

Q18. In the 'quaking in its boots' classroom scene, Anne observes the class betting on results, teachers being "unpredictable," and her own anxiety about maths. Analyse how Anne's tone blends humour with tension to comment on school pressure. Your answer must include: (a) one example of peer behaviour and what it reveals, (b) one example of Anne's self-awareness, and (c) an evaluation of her view of teachers. Answer in 220-280 words in the required format. [5 marks]

Section E — Case Study (4 marks each)

Q19. Read the following passage and answer the questions that follow: [4 marks]

A school counsellor is reviewing anonymised "student reflection logs" written during the week before annual promotions. Each entry is addressed to an imagined listener. The counsellor codes the language for two features: (A) anxiety intensity and (B) coping strategy.

Entry 1: "I'm not exactly scared, but everyone keeps predicting disasters. I keep replaying the maths paper in my head."

Entry 2: "If I tell people, they'll say I'm overreacting. So I'll write it here; pages don't roll their eyes."

Entry 3: "Two classmates made a bet and kept arguing all day. I laughed, then suddenly felt sick-what if they're right?"

A small table summarises the week:

Day: Mon Tue Wed Thu Fri

Average anxiety score (0-10): 4 5 7 7 6

Coping mention (% of logs using humour): 30 35 55 60 50

Coping mention (% of logs using writing-to-a-friend): 40 45 50 55 65

The counsellor wants to connect these patterns to Anne Frank's diary method of coping

under pressure.

- (i) Which coping strategy shows the clearest upward trend across the week, and what does it suggest about students' need for 'patience' in listeners? (1 mark)
- (ii) Using the table, state one relationship between anxiety score and humour mentions that fits Anne's use of humour in a tense classroom scene. (1 mark)
- (iii) Entry 2 echoes the idea that 'paper has more patience than people'. Explain, in two well-linked points, how this belief can both help and harm a student's coping during exam pressure. (2 marks)

English — Class 10
Chapter(s): From the Diary of Anne Frank

Section A — MCQ & Assertion-Reason (1 mark each)

A1.

Answer:

Correct option: (B)

She believes writing to Kitty will let her share feelings without being judged or interrupted.

Explanation:

Anne feels a strong need to "get all kinds of things off my chest" and trusts paper to 'listen' quietly when people may not. This directly captures why she chooses the diary as a patient confidant. Hence, option (B) is correct.

A2.

Answer:

Correct option: (C)

Teachers' final decisions may not match students' expectations about who deserves to pass or be kept back.

Explanation:

The class is anxious because teachers will decide who moves up and who is kept back, and Anne notes that their judgment can surprise students. Her comment targets the uncertainty of the outcome, not a rule change or a fixed refusal to promote. Hence, option (C) is correct.

A3.

Answer:

Correct option: (B)

She fears that Kitty will misunderstand her stories without background details about her family and childhood.

Explanation:

Anne explicitly says that no one would understand a word of her stories to Kitty if she were to plunge right in, so she provides context first. The purpose is clarity and

connection, not grading, disguise, or publication plans. Hence, option (B) is correct.

A4.

Answer:

Correct option: (B)

Two different attempts to stop the boys' betting-soft persuasion and sharp reprimand-both failing

Explanation:

The phrase pairs 'pleading glances' (gentle) with 'angry outbursts' (harsh) to show two opposite methods of control. Despite the contrast, neither works, which is the point of the sentence. Hence, option (B) is correct.

A5.

Answer:

Correct option: (B)

Anne is not worried about her group because they 'will make it', yet she openly admits uncertainty in maths, showing balanced self-assessment rather than arrogance.

Explanation:

Anne's confidence is limited and specific: she is generally hopeful, but she clearly states maths is the only subject she isn't sure about. This combination of confidence and admitted weakness supports a realistic self-view, not arrogance. Hence, option (B) is correct.

A6.

Answer:

Correct option: (A)

Both A and R are true and R is the correct explanation of A.

Explanation:

Anne explicitly connects her need to "get things off my chest" with the belief that paper is more patient, which supports confiding to the diary. The reason directly explains her choice to make the diary a 'friend.' Hence, option (A) is correct.

A7.

Answer:

Correct option: (A)

Both A and R are true and R is the correct explanation of A.

Explanation:

Anne describes the class as 'quaking' because teachers will decide promotion or being kept back, and she calls teachers unpredictable. That unpredictability explains the anxiety about an outcome that affects progress to the next form. Hence, option (A) is correct.

A8.

Answer:

Correct option: (D)

A is false but R is true.

Explanation:

Anne is not completely unconcerned because she is unsure about maths, showing she does have worry. However, she does state her opinion that many classmates are 'dummies' and that about a quarter should be kept back. Hence, option (D) is correct.

A9.

Answer:

Correct option: (D)

A is false but R is true.

Explanation:

Anne says she dislikes providing a sketch of her life, but that is not her reason for including it; it is the opposite of a cause. She includes it because she believes Kitty would not understand her stories if she 'plunged right in,' so R is true and A is false. Hence, option (D) is correct.

A10.

Answer:

Correct option: (D)

A is false but R is true.

Explanation:

The endless taunting and betting indicates nervousness mixed with childish behaviour rather than mature seriousness. The reason is accurate: they stake holiday savings and keep repeating the exchange throughout the day. Hence, option (D) is correct.

Section B — Very Short Answer (2 marks each)

A11.

Answer:

By addressing the diary as 'Dearest Kitty', Anne turns her writing into a personal conversation rather than a dry record of events. This helps her confide freely and organise

her feelings because she imagines a patient, trustworthy listener.

A diary entry becomes more intimate and coherent when it is directed to an imagined addressee, because the writer selects details as if speaking. Anne's need is emotional release and clarity, and the 'friend' frame makes that release feel safe and continuous.

A12.

Answer:

She says teachers are unpredictable because they will decide who moves up and who is kept back, and the decision may not match what students expect. This uncertainty makes the class anxious and noisy, leading to constant betting and repeated arguments about who will pass.

The passage links unpredictability to evaluation power: teachers control promotion and retention, which students cannot accurately forecast. A visible outcome is heightened tension-students gamble, tease, and keep discussing the result all day, showing how uncertainty shapes behaviour.

A13.

Answer:

It reveals that Anne is candid and opinionated, willing to judge others openly while still acknowledging her own academic weakness in maths. This mix makes her narration sound authentic because she combines confidence with self-awareness rather than presenting herself as perfect.

Section C — Short Answer (3 marks each)
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A14.

Answer:

- 1) Humour through exaggeration: Anne dramatizes the fear by saying the whole class is 'quaking in its boots', turning anxiety into an image that can be laughed at while still feeling real.
- 2) Humour through observation of others: She and G.N. 'laugh ourselves silly' at C.N. and Jacques, whose serious betting on passing makes their behaviour comically intense and shows how stress spills into childish games.
- 3) Humour mixed with realism: Even while calling teachers 'unpredictable creatures', she admits her own worry about maths, so humour becomes a coping tool-not denial-helping her wait calmly and tell others 'not to lose heart'.

A15.

Answer:

- 1) Independence in self-expression: Anne chooses to write because she has 'a greater

need to get all kinds of things off my chest', showing she can process feelings on her own without depending on immediate approval.

2) Need for a trustworthy bond: By calling the diary her 'friend' and naming it 'Kitty', she reveals a desire for intimate, safe conversation, suggesting she lacks someone she fully trusts with private thoughts.

3) Conditional openness to people: She says she won't let anyone read the diary 'unless I should ever find a real friend', which implies she is not anti-social but careful; she wants connection, but only where trust and understanding are assured.

A16.

Answer:

1) Collective fear through idiom: 'Quaking in its boots' gives the class a single trembling identity, setting a tense, anticipatory mood before any individual action is described.

2) Anxiety spilling into performance: The repeated 'You're going to pass/No, I'm not' shows nervousness becoming a chant; students keep replaying the uncertainty because they cannot settle it until the teachers decide.

3) Chaotic social energy: The betting, day-long arguing, and failed attempts to calm the boys (pleading glances and angry outbursts) produce a restless, noisy atmosphere where humour and fear coexist, reflecting adolescent coping under pressure.

Section D — Long Answer (5 marks each)

A17.

Answer:

Anne's decision to write to 'Kitty' shows how private writing can become a deliberate method of emotional survival.

1) Emotional release (off her chest): Anne is "depressed... bored and listless," and the diary gives her a safe outlet to empty pent-up feelings. Writing turns vague discomfort into named thoughts, which reduces inner pressure and helps her regain control.

2) Substitute for a 'real friend': She says she will let nobody read it "unless I should ever find a real friend," revealing loneliness and unmet need for understanding. By creating Kitty, she

constructs an always-available listener who won't interrupt, judge, or betray.

3) Trust and disappointment with people: The proverb "Paper has more patience than people" hints that human listeners may be impatient or dismissive. Her careful justification-why she is writing at all-shows she expects misunderstanding, so she chooses a medium that cannot invalidate her emotions.

4) Self-reflection and identity-building: Instead of only "jotting down the facts," she aims to

write feelings and meanings. This reflective style helps her shape a coherent sense of self (a thirteen-year-old who thinks deeply), not just record events.

5) Limitation of paper-only confiding: Paper cannot challenge her blind spots or offer practical comfort the way a trusted person can. Without dialogue, she may rehearse worries repeatedly, and isolation can intensify if writing replaces real support.

Conclusion: Kitty is a coping strategy that offers patience, privacy, and structure, but it cannot fully substitute human empathy and guidance.

A18.

Answer:

Anne's classroom entry uses comic observation to expose how exam pressure shapes behaviour and relationships.

1) Collective anxiety as a social atmosphere: The class is "quaking in its boots," showing fear is not private but contagious. Anne frames the room like a small society where everyone's future feels decided by an unseen meeting.

2) Peer behaviour-bets as coping and denial: Half the class makes bets, and two boys stake "their entire holiday savings," turning fear into a game. This reveals how adolescents manage uncertainty by performing confidence and by shifting the focus from learning to outcomes.

3) Anne's humour as a pressure valve: She and G.N. "laugh ourselves silly," and she reports the boys' chanting ("Yes, you are/No, I'm not") like comic dialogue. The humour does not remove tension; it highlights how absurd the pressure becomes.

4) Self-awareness and selective worry: Anne says she is not worried about her girlfriends and herself-"We'll make it"-but admits one vulnerable spot: maths. This honesty shows she can separate general panic from a specific weakness, which is a mature way to assess stress.

5) Evaluating her view of teachers: Calling teachers "the most unpredictable creatures on earth" is partly a teenage exaggeration, yet it critiques a system where decisions feel opaque. Her comment suggests that when criteria are unclear, students replace effort with speculation, gossip, and bets.

Conclusion: By mixing laughter with unease, Anne reveals that school pressure distorts priorities, and humour becomes a temporary shield against uncertainty.

Section E — Case Study (4 marks each)
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A19.

(i) Which coping strategy shows the clearest upward trend across the week, and what does it suggest about students' need for 'patience' in listeners?

Answer:

Writing-to-a-friend shows the clearest upward trend (40% to 65%), suggesting that as stress builds students increasingly seek a non-judgemental, patient 'listener' who will not dismiss their feelings.

(ii) Using the table, state one relationship between anxiety score and humour mentions that fits Anne's use of humour in a tense classroom scene.

Answer:

As anxiety rises from Mon

(4) to Wed/Thu (7), humour mentions also rise from 30% to 55-60%, implying humour is used as a pressure-release device during peak tension-similar to Anne laughing at the betting even while the class is fearful.

(iii) Entry 2 echoes the idea that 'paper has more patience than people'. Explain, in two well-linked points, how this belief can both help and harm a student's coping during exam pressure.

Answer:

1) Help: Writing to paper can reduce emotional overload by allowing honest expression without fear of being mocked, so the student feels heard and can organise worries into manageable thoughts.

2) Harm: If the student avoids real conversations entirely, they may miss reassurance, practical advice, or correction of exaggerated fears; isolation can keep anxiety circulating without healthy feedback.