Examination Series Paper 15

FINAL PRODUCTION

Board: CBSE Class: 10 Code: 184 Session: 2026–27

English Language and Literature

Time allowed: 3 hours Maximum marks: 80

Paper ID: PA-EXAM-CBSE184-C10-2026-27-PAPER15

Role: QP | Version: 3.0.0

Name: _____ Roll number: _____

General instructions

There are 11 main questions in three sections. All main questions are compulsory; follow the internal-choice instructions for each question.

Section A: Reading Skills — 20 marks. Section B: Grammar and Writing Skills — 20 marks. Section C: Literature Textbook — 40 marks.

Read each task carefully and follow its stated response length. Write answers in the answer booklet.

For one-mark reading and extract responses, answer briefly as directed. Write the two-mark short responses in 30–40 words.

Choose one option in each MCQ. For Questions 6 and 7, answer one complete extract; do not mix parts from A and B.

Section A Reading Skills

1 Reading comprehension [10 marks]

Read the discursive passage and answer all eight parts that follow.

(1) A photograph can preserve a real moment without explaining the whole situation around it. Five pupils planting a sapling may genuinely have stood in a school courtyard on Tuesday. That image alone cannot show whether every pupil participated, whether the plant survived or whether anyone changed a lasting habit. The photograph need not be false for a claim attached to it to exceed what it establishes. Looking carefully therefore includes asking what remains outside its frame.

(2) A frame is a selection. A photographer chooses a position, a distance and an instant. A close view can reveal a muddy hand while hiding a long queue. A wide view can show the queue while making an expression impossible to read. Neither choice is automatically dishonest. Different views answer different questions. Trouble begins when one selected view is treated as though it offered every relevant view at once.

(3) Captions add another selection through words. A caption naming a place and date helps a viewer locate an event. A caption claiming that everyone was delighted goes further: it assigns a feeling that a visible smile cannot prove for every person present. Even an accurate detail can acquire an unsupported meaning when joined to a sweeping sentence. Responsible wording should distinguish what is visible, what is known from another source and what is being inferred.

(4) Cropping makes this responsibility especially noticeable. Removing an empty edge may help readers see the subject clearly. Removing a second sign that qualifies the first could instead change the apparent message. The important question is not simply whether an image has been cropped. It is whether the remaining view supports the use being made of it. Keeping the fuller image available can help someone examine a disputed interpretation rather than merely accept a claim about fairness.

(5) These cautions are reasons to use photographs thoughtfully, not reasons to reject them. An image may document a particular arrangement, preserve a detail overlooked in a written note or invite a useful question. Several photographs taken at different times may strengthen an account, although they still require explanation. Viewers can ask who made the image, when it was made and why this moment was selected. They can also separate an observation from a conclusion: five pupils are visible; the whole school has permanently changed its behaviour is another proposition. A photograph becomes a stronger part of an argument when its limits are acknowledged, because readers can then see both the evidence offered and the additional information still needed.

1(I) Which claim is supported by the opening hypothetical photograph alone?
(a) Every pupil changed a lasting habit.
(b) Five pupils were planting a sapling at that moment.
(c) The sapling survived for a year.
(d) Every pupil participated. [1]

1(II) Name ONE choice a photographer makes when framing an image. [1]

1(III) Find the ONE word in paragraph 3 meaning worked out from evidence rather than directly established. [1]

1(IV) In 30–40 words, explain why a genuine photograph can accompany an unsupported claim. [2]

1(V) The writer treats a close view and a wide view as:
(a) equally able to reveal every detail.
(b) proof that all photography is dishonest.
(c) useful for different questions.
(d) unrelated to a photographer’s choices. [1]

1(VI) TRUE or FALSE: The writer says every cropped photograph necessarily misleads. [1]

1(VII) Why might the fuller image be retained?
(a) To prevent any viewer asking questions.
(b) To prove that no crop can be useful.
(c) To replace all written explanation.
(d) To allow a disputed interpretation to be examined. [1]

1(VIII) In 30–40 words, explain how acknowledging limits can strengthen a photographic argument. [2]

2 Reading comprehension [10 marks]

Read the case-based factual passage and answer all nine parts that follow.

(1) Two fictional practice groups, A and B, attempted easy and demanding tasks. Each attempt received one success or failure under the same local checking rule. The table gives successes and attempts, not numbers of different pupils. A success percentage is successes divided by attempts, multiplied by one hundred. No attempt appears in both difficulty categories. The two total rows combine each group's categories and must not be added again to those categories when counting attempts.

(2) A group's combined percentage depends on both its success within each category and the mixture of tasks it attempted. Group A attempted mainly easy tasks, while B attempted mainly demanding ones. A comparison of combined figures can therefore give a different ordering from comparisons made within each category. This does not make the arithmetic contradictory: the combined groups are weighted by different numbers of attempts.

(3) The organisers supplied these invented figures to teach careful reading of summaries. They did not randomly allocate equal task mixtures or measure individual ability. Readers may calculate the percentages shown by the record, but should not infer which teaching method caused success or which pupil learned more. Before making a fairer comparison, organisers would need to decide what question they want answered and account for the unequal task mixtures.

Group and category	Successes	Attempts
A: easy	90	100
A: demanding	1	10
B: easy	19	20
B: demanding	20	100
A: all tasks	91	110
B: all tasks	39	120

2(I) What is A's success percentage for easy tasks? [1]

2(II) For demanding tasks, B's success percentage is:
(a) 10%
(b) 20%
(c) 39%
(d) 100% [1]

2(III) Which group has the higher success percentage within EACH difficulty category? [1]

2(IV) Which combined success rate is approximately correct?
(a) A: 91%
(b) B: 120%
(c) A: 82.7%
(d) B: 39% [1]

2(V) In 30–40 words, explain why A can have the higher combined percentage although B leads in each category. [2]

2(VI) How many demanding-task attempts does A make? [1]

2(VII) Calculate B's combined success percentage. [1]

2(VIII) Why should the two total rows NOT be added to the category rows to count all attempts? [1]

2(IX) Which additional step would best support a fairer category-based comparison?
(a) Account for the unequal easy/demanding mixtures.
(b) Pretend every attempt is a different pupil.
(c) Ignore both difficulty categories.
(d) Treat combined rates as proof of teaching causes. [1]

Section B Grammar and Writing Skills

3 Grammar [10 marks]

Complete any TEN of the TWELVE grammar tasks, as directed.

3(I) In "I am having lunch", have describes an activity. Which sentence instead uses have for possession?
(a) I am having a bath.
(b) I have a bicycle.
(c) We are having a meeting.
(d) They are having breakfast. [1]

3(II) A colleague asks, "Will you be using the projector this afternoon?" The future continuous here chiefly enquires about:
(a) a completed event yesterday.
(b) a permanent scientific truth.
(c) an activity expected in a future period.
(d) a command to stop using it now. [1]

3(III) Choose the determiner meaning an additional quantity of the same material: Please add _____ water to this mixture.
(a) another
(b) a few
(c) some more
(d) many [1]

3(IV) Supply both forms of be: A lot of the work _____ unfinished, but a lot of the tasks _____ already checked. [1]

3(V) Report this negative instruction: The coach said to us, "Do not leave until I return." Begin: The coach told us _____. [1]

3(VI) Which sentence uses will for willingness in a future condition?
(a) If you asked yesterday, she would have helped.
(b) Would she be at home yesterday?
(c) She would walk here every summer as a child.
(d) If you will wait a moment, I will find the form. [1]

3(VII) Explain the difference in reference: "I have two copies; take either copy" and "I have two copies; take both copies." [1]

3(VIII) Correct the tense-form error in this DIRECT question: Did she left before noon? Write Error→Correction. [1]

3(IX) Choose the phrase meaning one further opportunity, without specifying its position in a known sequence: Please give me _____.
(a) a second chance
(b) the second chance
(c) second a chance
(d) chance the second [1]

3(X) Report the prohibition without weakening it into advice: The officer said, “You must not open the sealed bag.” Begin: The officer said that I _____. [1]

3(XI) In “The train should reach us by six according to this timetable”, does should chiefly express an expected outcome or a duty imposed on the train? [1]

3(XII) Report both questions with conventional backshift: Mira asked me, “Who took the parcel, and whom did you inform?” Begin: Mira asked _____. [1]

4 Formal letter [5 marks]

Attempt either A or B. Write a formal letter in 100–120 words.

4(A) You are Nisha/Nishant, Exhibition Secretary, Sunrise School, Amaltas Nagar. Write to photographer Dev Rao requesting permission to reproduce a courtyard photograph in a school display. Explain its limited use and ask about credit and conditions without assuming consent. Use 100–120 words. [5]

OR

4(B) You are Ritu/Ritesh of Class 10, Sunrise School, Amaltas Nagar. Write to the School Librarian reporting a lost library card. Request the replacement procedure and checking of the old account; do not claim that a replacement automatically cancels any recorded loans. Use 100–120 words. [5]

5 Analytical paragraph [5 marks]

Attempt either A or B. Write an analytical paragraph in 100–120 words.

5(A) A fictional photograph shows five pupils planting one sapling in a courtyard. An accompanying verified log confirms Tuesday and the location; no evidence about long-term behaviour or causes is supplied. Compare the three caption proposals in the table and recommend the most supportable one. Write 100–120 words. [5]

Caption	Visible claim	Further claim
A	Five pupils plant	Whole school changed forever
B	Five pupils plant	Courtyard, Tuesday
C	Five pupils plant	Rain caused the activity

OR

5(B) A fictional club can preserve a recorded interview in two ways. A keeps an unlabelled audio file only. B keeps the audio with a dated speaker-approved transcript that marks unclear words and links to the original recording. Neither promises perfect accuracy. Write 100–120 words comparing the records and recommending one for later quotation. [5]

Section C Literature Textbook

6 Drama or prose extract [5 marks]

Read extracts A and B. Answer ALL parts of ANY ONE extract.

Extract A

Text and source: My country is rich in the minerals and gems that lie beneath its soil, but I have always known that its greatest wealth is its people, finer and truer than the purest diamonds.
(Nelson Mandela: Long Walk to Freedom)

6(A)(I) Which wealth does Mandela rank highest?
(a) The minerals beneath the soil.
(b) The number of ceremonial flags.
(c) The people of his country.
(d) The market price of imported gems. [1]

6(A)(II) Which word joins the mineral wealth to a contrasting judgement? [1]

6(A)(III) Does the extract deny that minerals and gems exist in the country? [1]

6(A)(IV) In 30–40 words, explain how the diamond comparison changes the idea of wealth. [2]

OR

Extract B

Text and source: Further footprints followed, one after another, descending the steps and progressing down the street. The boys followed, fascinated, until the muddy impressions became fainter and fainter, and at last disappeared altogether.
(Footprints without Feet)

6(B)(I) What do the boys follow? [1]

6(B)(II) Which sequence does the extract describe?
(a) Up the steps and into a bedroom.
(b) Down the steps and along the street.
(c) Across a field and into a train.
(d) From a river to a school. [1]

6(B)(III) In 30–40 words, explain how one after another makes movement perceptible despite an unseen walker. [2]

6(B)(IV) Which repeated comparative word describes the declining visibility? [1]

7 Poetry extract [5 marks]

Read poetry extracts A and B. Answer ALL parts of ANY ONE extract.

Extract A

Text and source: Though to distinguish beasts of prey
A novice might nonplus,
The Crocodile you always may
Tell from the Hyena thus:
Hyenas come with merry smiles;
But if they weep they're Crocodiles.
(How to Tell Wild Animals)

7(A)(I) Who is a novice in this context? [1]

7(A)(II) The movement from Though to always shifts from:
(a) admitted difficulty to confident guidance.
(b) certainty to a refusal to speak.
(c) an instruction to a historical date.
(d) a crocodile's speech to a hyena's reply. [1]

7(A)(III) Which word in the extract means confuse or puzzle? [1]

7(A)(IV) In 30–40 words, explain how the speaker's confidence contributes to the mock instructional voice. [2]

OR

Extract B

Text and source: Belinda lived in a little white house,
With a little black kitten and a little grey mouse,
And a little yellow dog and a little red wagon,
And a realio, trulio, little pet dragon.
(The Tale of Custard the Dragon)

7(B)(I) What colour is the wagon? [1]

7(B)(II) Which feature places the dragon within the same accumulating list?
(a) A sudden change into a court judgement.
(b) A separate account of scientific proof.
(c) A final And continuing the earlier pattern.
(d) The removal of all references to little. [1]

7(B)(III) Name the two animals listed before the dog. [1]

7(B)(IV) In 30–40 words, explain the surprise produced by introducing the dragon as one more little pet. [2]

8 First Flight short response [12 marks]

Answer any FOUR of the FIVE First Flight questions in about 40–50 words each.

8(I) How does comparing Mij's walking routines with schoolchildren's rituals help Maxwell describe him? [3]

8(II) What does the jackfruit-like comparison contribute to the remembered portrait of the Goan baker? [3]

8(III) Why does learning the purpose of Lomov's visit abruptly change Natalya's response to his departure? [3]

8(IV) How does The Ball Poem move from a particular accident towards a wider statement about possessions? [3]

8(V) How do the bracketed passages affect whose experience the reader can hear in Amanda!? [3]

9 Footprints Without Feet short response [6 marks]

Answer any TWO of the THREE Footprints Without Feet questions in about 40–50 words each.

9(I) How does the qualification I think affect Hari's account of Anil knowing about his daily profit? [3]

9(II) What is the effect of the other dogs initially treating Tricki as an uninteresting object? [3]

9(III) Why can the reader interpret Mrs Hall's apparently animated furniture differently from Mrs Hall herself? [3]

10 First Flight long response [6 marks]

Answer either A or B from First Flight in about 100–120 words.

10(A) How does the brief account of the Buddha's earlier life frame Kisa Gotami's experience in The Sermon at Benares? [6]

OR

10(B) Compare the timescales of the natural event and its effect in Fog and Dust of Snow. [6]

11 Footprints Without Feet long response [6 marks]

Answer either A or B from Footprints Without Feet in about 100–120 words.

11(A) Compare Henry's contribution to Ausable's success with Noodle's contribution to correcting Think-Tank. Distinguish what each helper knows. [6]

OR

11(B) What different limits do the endings place on claims that Hari and Horace have learned a moral lesson? [6]