PAUL ACADEMY & ENGLISH MINES
ENGLISH LANGUAGE (ENGLISH PAPER - 1)
SPECIMEN QUESTION PAPER 1
ANSWER KEY & MARKING SCHEME

Maximum Marks: 80 **Duration: 2 Hours**

[NOTE ON EVALUATION SOURCES & DISTINCTION OF GUIDELINES:

1. Official CISCE Assessment Objectives: All core criteria, question structures, and overall mark allocations are strictly verified against the official CISCE Class 10 English Language Syllabus 2027 (p. 2) and the official ICSE 2027 Specimen Draft Marking Scheme (Code 011, pp. 13-18).

2. Teacher-Developed Guidance: Specific numerical sub-allocations (such as the 6+4+10 composition rubric, 3/2/5 letter writing split, and component-wise notice/email marks), word length penalty suggestions, model answers, and precis drafts represent Teacher-Developed Guidance formulated by Paul Academy & English Mines to assist evaluators and students. They are explicitly identified as such below and are not rigid board mandates. Equivalent student answers and valid alternative approaches must be given full credit.]

QUESTION 1: COMPOSITION [20 MARKS]

Official CISCE Marking Criteria [CISCE 2027 Syllabus, p. 2 & Specimen MS, p. 13]:

- Quality of Language: Vocabulary, sentence structure, accuracy of grammar and spelling.
- Content: Relevance to the chosen topic, maturity, and well-developed ideas.
- Structure: Logical organization, paragraph transitions, and overall coherence.

[Teacher-Developed Assessment Rubric (Not specified in CISCE Syllabus or Specimen)]:

- Content & Depth: 6 Marks
- Structure & Organization: 4 Marks
- Language, Expression & Mechanics: 10 Marks
- Word Count Guidance: Candidates are instructed to write 300-350 words. A minor shortfall (e.g. 275-299 words) should not be penalized if content is thorough. A suggested deduction of 2 marks is recommended for severe deficits (under 250 words) to encourage discipline.

[Teacher-Developed Guidance: Topic Pointers & Interpretive Angles]

(i) Narrative Composition (Mandatory Ending Sentence): The narrative must lead naturally and credibly to the required closing line. The plot should center on a moral or ethical challenge (such as owning up to a fault, reporting an injustice, or resisting peer pressure). Pacing must be organic; abrupt or contrived attachments of the closing line should receive lower expression marks.

(ii) Descriptive Composition (Wholesale Morning Market): Requires evocative sensory imagery: visual (shadows receding, lanterns glowing, piles of produce), auditory (auctioneers' calls, iron carts rattling, shouting porters), olfactory (damp burlap, spices, diesel fumes, fresh herbs), and tactile (cold dawn air, wet cobblestones). The narrative must progress smoothly from pre-dawn setup to daylight.

(iii) Argumentative Composition (AI in Schools): [Official requirement: Candidate must take a clear stand for or against, as verified in CISCE Specimen MS, p. 13.] [Teacher-developed suggestion: Presenting at least three well-reasoned points with concrete examples is recommended for a balanced, persuasive case.] Acceptable FOR points: loss of analytical grit, algorithmic bias, plagiarism, cognitive dependence. Acceptable AGAINST points: personalized tutoring, accessibility, efficiency in routine tasks allowing higher-order synthesis.

(iv) Reflective Composition (Valuable Extracurricular Setback): Should demonstrate personal growth through three distinct stages: (a) initial anticipation and subsequent unexpected defeat, (b) emotional reaction (disappointment, introspection), and (c) lasting transformation in maturity, perspective, or dedication. Tone should be candid and reflective rather than a routine factual match report.

(v) Picture Composition (Old Cobbler & Young Student): [Official requirement: A wide interpretation is accepted provided there is a clear, relevant connection to the picture. Pure listing/description of picture items must be avoided, per CISCE Specimen MS, p. 13.] Valid approaches include: (1) A narrative of the veteran cobbler mentoring the child or recounting his life; (2) A reflective essay on the dignity of manual labor and vanishing traditional crafts in a mechanized world; (3) A descriptive account contrasting ancient banyan roots with generational learning.

QUESTION 2: LETTER WRITING [10 MARKS]

[Teacher-Developed Assessment Guidance: Suggested Mark Breakdown -- Format = 3 Marks | Content = 2 Marks | Expression = 5 Marks (CISCE Specimen MS, p. 13 prescribes 'Format, Content, Expression are important' without numerical sub-allocations)]

[Teacher-Developed Guidance: Indicative Model Response -- Option (i) Informal Letter]

12, Rosewood Enclave,

Ballygunge Circular Road,

Kolkata - 700019.

15th March, 2027.

My dear Diya,

I hope you have settled comfortably into your hostel room in Bengaluru and that your university orientation has gone smoothly. Life at home has felt surprisingly quiet without your energetic presence, but this past fortnight has tested my abilities in ways I never anticipated.

Just two days before my terminal examinations commenced, Dadu developed a severe chest congestion accompanied by a spiking fever. With Father attending an urgent outstation conference and Mother managing long hospital shifts, the household responsibilities fell squarely on my shoulders. Between frantic revision sessions for Physics and Mathematics, I found myself preparing light meals, administering Dadu's prescribed medications strictly on schedule, and assisting Dida with her evening mobility exercises. On Tuesday night, when Dadu's cough worsened, I had to liaise calmly with Dr. Sen and administer steam inhalation late into the night while remaining awake to study for the next morning's paper.

Although physically exhausting, this experience gave me a profound lesson in resilience and personal accountability. I used to rely heavily on you and Mother to organize my routine; stepping up during this family crisis revealed an inner composure I did not know I possessed. Dadu is now recovering steadily and sends his heartfelt blessings.

Do write back as soon as your lectures permit. We miss you dearly.

Yours affectionately,

Aarav

[Teacher-Developed Guidance: Indicative Model Response -- Option (ii) Formal Letter]

Flat 4B, Greenfield Heights,

Lake Gardens,

Kolkata - 700045.

15th March, 2027.

The Municipal Commissioner,

Kolkata Municipal Corporation,

5, S.N. Banerjee Road,

Kolkata - 700013.

Sir,

Subject: Urgent redressal required for uncovered manholes and clogged drainage in Lake Gardens

I am writing as a concerned resident of Lake Gardens to draw your urgent attention to the hazardous state of civic infrastructure along Lake Terrace and Central Avenue in Ward 84.

Over the past three weeks, at least four major stormwater manholes have remained completely uncovered following preliminary desilting work that was abruptly abandoned. These subterranean openings, situated adjacent to two prominent primary schools and a busy public dispensary, pose a severe threat to pedestrians, cyclists, and vehicular traffic, especially during dusk when street lighting is erratic. Furthermore, the neighborhood's roadside drains remain choked with accumulated plastic refuse and construction silt, leading to stagnation and foul odours that foster mosquito breeding.

With pre-monsoon showers imminent, there is an alarming risk of severe waterlogging submerging these open death-traps, which could lead to fatal accidents. I earnestly request your immediate intervention to ensure all manholes are secured with reinforced covers and that desilting is completed before the monsoon sets in.

Yours faithfully,

Aarav Sharma

QUESTION 3: NOTICE & EMAIL WRITING [5 + 5 = 10 MARKS]

3(i) Notice Writing Evaluation Guidance (5 Marks):

[Teacher-Developed Assessment Guidance: Suggested Component Breakdown (CISCE 2027 Specimen MS, pp. 15-16 lists required components without specifying individual sub-marks)]:

- Creative / Catchy Headline: 1 Mark (e.g. RHYTHM & RHYME / VOICES IN VERSE)
- Name of Event: 1 Mark (Inter-School Poetry Recitation Competition)
- Date: 1/2 Mark (on Monday, 12th April 2027)
- Time: 1/2 Mark (from 9:00 a.m. to 1:00 p.m.)
- Venue: 1 Mark (1/2 Mark for specific room: at the School Auditorium + 1/2 Mark for institution: St. Xavier's High School)
- Target Audience & Clear Registration Contact: 1 Mark (Eligible classes, named teacher Mrs. Ananya Sen, Room 12, and deadline)

[Teacher-Developed Guidance: Indicative Model Notice]

RHYTHM & RHYME

Inter-School Poetry Recitation Competition

Date: on Monday, 12th April 2027

Time: from 9:00 a.m. to 1:00 p.m.

Venue: at the School Auditorium, St. Xavier's High School

Students of Classes IX and X wishing to participate in the preliminary auditions should register their names with Mrs. Ananya Sen, Head of the English Department, in Room 12 on or before Friday, 2nd April 2027. Preliminary auditions will be conducted on Monday, 5th April 2027, from 2:00 p.m. to 4:00 p.m. in the Audio-Visual Room.

3(ii) Email Writing Evaluation Guidance (5 Marks):

[Teacher-Developed Assessment Guidance: Suggested Component Breakdown (CISCE 2027 Specimen MS, p. 16 lists required components without specifying individual sub-marks)]:

- To (Recipient Email ID): 1/2 Mark (e.g. aniket.sen.poet@calcuttaverse.org)
- Subject Line: 1/2 Mark (concise, clear purpose)
- Salutation: 1/2 Mark (Dear Sir, / Respected Sir,)
- Opening Sentence & Invitation to be Chief Guest and Judge: 1 Mark
- Event Details (Date, Time, Venue matching Notice, including preliminary audition details): 1 Mark
- Specific Request & Call to Action: 1 Mark
- Subscription, Name & Designation: 1/2 Mark

[Teacher-Developed Guidance: Indicative Model Email (Fully Harmonized with Notice)]

To: aniket.sen.poet@calcuttaverse.org

Subject: Invitation to be Chief Guest and Judge for Inter-School Poetry Recitation Competition

Dear Sir,

On behalf of St. Xavier's High School, I cordially invite you to be the Chief Guest and Judge for our upcoming Inter-School Poetry Recitation Competition, 'Rhythm & Rhyme'.

The final competition is scheduled to be held on Monday, 12th April 2027, from 9:00 a.m. to 1:00 p.m. at the School Auditorium, St. Xavier's High School. In preparation for the event, student participants from Classes IX and X are currently registering their names with Mrs. Ananya Sen, Head of the English Department, in Room 12 until Friday, 2nd April 2027. Preliminary auditions will take place on Monday, 5th April 2027, from 2:00 p.m. to 4:00 p.m. in the Audio-Visual Room, and the shortlisted finalists will perform before you in the final round. Over twenty leading schools from across the city will participate in classical and contemporary recitation categories.

In recognition of your distinguished stature as an acclaimed poet and literary critic, our students and faculty would be deeply inspired by your esteemed presence and adjudication. We would be immensely grateful if you could confirm your acceptance by Friday, 2nd April 2027. Transport will be arranged at your convenience.

Yours sincerely,

Aarav Sharma

President, English Literary Society

St. Xavier's High School

QUESTION 4: UNSEEN PROSE & PRECIS [20 MARKS]

(i) Vocabulary in Context [2 Marks] (1 Mark each):

1. tempestuous -> (b) wildly turbulent and violent [1 Mark]
2. salvage -> (c) rescue or protect from loss [1 Mark]

(ii) Antonym [1 Mark]:

Opposite of 'placid' -> (a) tempestuous [1 Mark]

(iii) Short Answer Comprehension [9 Marks] (2 + 2 + 2 + 2 + 1 = 9 Marks; Strictly Grounded in Passage):

(a) The older boatmen were reluctant because, with practiced caution, they had read the bruised, charcoal horizon and anticipated a sudden, ferocious Kalbaishakhi (pre-monsoon squall). [2 Marks]

(b) Award one mark each for two distinct details regarding how the river changed:

- (1) The previously placid / calm water became wildly turbulent / transformed into a tempestuous cauldron of churning water [1 Mark];
- (2) Foam-crested waves / heavy swells developed (which tossed the ferry upward and tilted it violently) [1 Mark].

[Note: The question specifically asks how the river changed; descriptions of the icy wind tearing down the gorge relate to atmospheric conditions and must not be awarded marks.]

(c) Terrified commuters scrambled frantically toward the high side of the deck. This was hazardous because their concentrated weight threatened to capsize the wallowing vessel. [2 Marks]

(d) Master Rahim climbed onto the slippery engine hatch and authoritatively ordered the passengers in his booming voice to sit down and not move, halting the panic; simultaneously, he fought the heavy wooden tiller to steer the ferry's blunt nose directly into the crests of the giant rollers to avoid being broadsided. [2 Marks]

(e) Stunned silence, profound relief, and deep gratitude / prayers of thanksgiving. [1 Mark]

(iv) Summary / Precis [8 Marks]:

Assessment Scheme [CISCE 2027 Specimen MS, p. 17]: Content: 6 marks; Expression: 2 marks

Key Text-Grounded Content Points Expected (6 x 1 = 6 Marks):

1. Rahim ordered passengers to sit down and not move, halting the panic and preventing capsizing.
2. Assistant Bikash secured loose crates across the pitching deck.
3. Bikash distributed life jackets to passengers.
4. Two farmers assisted by salvaging tumbling baggage and anchoring against the central stanchion.
5. Steersman Rahim steered the ferry squarely into the giant rollers to avoid being broadsided.
6. Rahim guided the vessel safely to a sheltered alluvial sandbank.

[Teacher-Developed Guidance: Indicative Rough Draft]

Master Rahim ordered terrified passengers to sit down immediately, preventing the ferry from capsizing. His assistant Bikash secured loose cargo and distributed life jackets. Two farmers helped salvage tumbling baggage, anchoring themselves against the stanchion. Steersman Rahim fought the tiller, keeping the bow into waves, and guided the vessel safely to a sheltered river sandbank.

Final Fair Draft Grid (Exactly 50 Words):

Rahim	ordered	passengers	to	sit,
preventing	the	ferry	from	capsizing.
Assistant	Bikash	secured	loose	crates
and	distributed	life	jackets.	Two
farmers	helped	salvage	tumbling	baggage,
anchoring	themselves	against	the	stanchion.
Steersman	Rahim	fought	the	tiller,
keeping	the	bow	into	waves,
and	guided	the	vessel	safely
to	a	sheltered	river	sandbank.

QUESTION 5: FUNCTIONAL GRAMMAR [20 MARKS]

5(i) Cloze Passage -- Tenses & Verb Forms [CISCE 2027 Specimen MS, pp. 17-18] (8 x 1/2 = 4 Marks):

Example: (0) ordered

(1) strengthening

(2) stumbled

(3) was inscribed

(4) recognised / recognized

(5) had been issued / was issued

(6) held / would hold

(7) remained [Note: 'had' is already printed in the passage text preceding the blank; accept 'remained' only]

(8) cracked

5(ii) Prepositions & Phrasal Verbs [CISCE 2027 Specimen MS, p. 18] (8 x 1/2 = 4 Marks):

(a) with [bear with = tolerate / show patience with someone]

(b) off [call off = cancel an organized event]

(c) in [deal in = trade / engage in commercial sale of]

(d) through [fall through = fail to materialize or reach completion]

(e) into [look into = investigate / examine thoroughly]

(f) with [part with = relinquish possession or control of]

(g) by [stand by = remain loyal / support in times of crisis]

(h) to [yield to = surrender / submit to an opposing force]

5(iii) Sentence Synthesis [CISCE 2027 Specimen MS, p. 18] (4 x 1 = 4 Marks):

1. (b) The sun having risen, the thick morning mist dissipated over the river valley.

[Analysis: Nominative absolute participle correctly combines sentences without connectives; (a) violates the instructions by using the forbidden connective 'so'; (c) falsely asserts that the mist caused the sunrise; (d) uses the concessive conjunction 'although', directly distorting the original factual relationship.]

2. (c) Having examined the patient thoroughly, the doctor detected no symptoms of serious illness.

[Analysis: Perfect participle correctly indicates completed examination before diagnosis; (a) falsely claims absence of symptoms caused the examination; (b) inverts causality; (d) violates instructions by using the forbidden connective 'but'.]

3. (a) He worked relentlessly day and night in order to secure the national scholarship.

[Analysis: Infinitive of purpose; (b) tense clash with 'will'; (c) ungrammatical idiom 'to the purpose'; (d) dangling participle modifying 'his sole aim'.]

4. (b) Unless you confess your mistake honestly, you will not receive a full pardon.

[Analysis: Correct conditional; (a) inverts condition; (c) illogical double negative; (d) ungrammatical future auxiliary 'will' in conditional clause.]

5(iv) Sentence Transformation [CISCE 2027 Specimen MS, p. 18] (8 x 1 = 8 Marks):

1. (a) No sooner did the principal step onto the stage than the auditorium fell silent.

[Inversion with 'No sooner did...than'; (b) lacks inversion and uses 'when'; (c) uses incorrect 'then'; (d) uses ungrammatical 'did...stepped'.]

2. (a) The heavy wooden chest was too unwieldy for the porter to carry alone.

[Correct removal of 'so...that' using 'too...to'; (b) ungrammatical 'too...that'; (c) retains 'so'; (d) changes original meaning.]

3. (b) The Godavari is the longest of all sacred rivers in the peninsula.

[Superlative degree; (a) ungrammatical 'more long'; (c) missing article 'the'; (d) incorrect 'as longest as'.]

4. (a) The meteorologist warned the fishermen not to venture into the deep waters the following day.

[Reported imperative with time shift 'tomorrow' -> 'the following day'; (b) & (c) fail to shift 'tomorrow'; (d) incorrect conditional 'if'.]

5. (b) In spite of their earlier promises, the municipal council rejected the development proposal.

[Prepositional phrase 'In spite of' + noun phrase; (a) awkward; (c) ungrammatical clause; (d) ungrammatical 'in spite that'.]

6. (c) The modern eco-friendly auditorium has been designed by the renowned architect.

[Present perfect passive matching active 'has designed'; (a) simple present; (b) past perfect; (d) past continuous.]

7. (b) Unless you follow the prescribed laboratory safety protocols, you will be penalized.

[Conditional 'Unless' = 'If not'; (a) double negative; (c) inverts meaning; (d) ungrammatical future auxiliary 'will' in conditional clause.]

8. (a) The weather has turned exceptionally crisp this evening, hasn't it?

[Tag matches present perfect auxiliary 'has' -> negative tag 'hasn't it?'; (b), (c), (d) use incorrect verbs.]