

Question Paper Design SA I (2011)

English Communicative

Class X

Code No. 101

The design of the question papers in English Communicative for class X has undergone a few changes. They are as under:

Section A --Reading: 20 marks (Question 1-4)

In the existing scheme of the question paper Students answer questions based on four unseen passages carrying five marks each –all the questions are MCQs.

The change proposed is that students be given two passages (carrying 5+5 marks) out of four which are based on MCQ responses. The other two should require effort on the part of the students to supply the responses.

In the proposed question paper scheme

- Students will be expected to attempt four passages carrying five marks each.
- Passage types will include literary, discursive or factual. **One** out of the four passages will be a **poem**.
- **Two out of four passages will have Multiple Choice Questions carrying 5+5=10 marks**
- **Two** out of four passages will have questions wherein students will be expected to supply the responses. This will carry 5+5=10 marks. Question types will be :
 - Sentence completion
 - Gap filling
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Note: The weightage given to MCQs to be reduced from the existing 20 Marks in the Reading Section to 10 Marks

Section B--Writing: 20 marks (Question 5-7)—No change

The writing section comprises three writing tasks as indicated below:

Q 5 A short answer question of upto **80 words** in the form of a **Biographical Sketch** (expansion of notes on an individual's life or achievements into a short paragraph)/**Data Interpretation, Dialogue Writing or Description** (People, Places, Events).
4 Marks

The question will assess students'skill of expressing ideas in clear and grammatically correct English, presenting ideas coherently and concisely, writing a clear description, a clear account of events, expanding notes into a piece of writing or transcoding information from one form to another.

Q 6 A long answer question (minimum **120 words**) in the form of a formal letter/ informal letter or an email. The output would be a long piece of writing and will assess the use of appropriate style, language, content and expression.

8 Marks

Q 7 A long answer question (minimum **150 words**) in the form of a **diary entry, article, speech, story or debate**.
8 Marks

Students' skills in expression of ideas in clear and grammatically correct English, planning, organising and presenting ideas coherently by introducing, developing and concluding a topic, comparing and contrasting ideas and arriving at a conclusion, presenting an argument with supporting examples, using an appropriate style and format and expanding notes into longer pieces of writing and creative expression of ideas will be assessed.

Important Notes on Format and Word Limit:

- Format will not carry any separate marks and in most cases, format will be given in the question paper.
- The word limit given is the suggested minimum word limit. No candidate may be penalised for writing more or less than the suggested word limit. Stress should be on content, expression, coherence and relevance of the content presented.

Section C--Grammar: 20 marks-(Question 8-12)

In the existing scheme of the question paper Students answer five questions of four marks each –all MCQs that test various grammatical items in context.

The change proposed is that students be given two questions (carrying 4+4 marks) out of five which are based on MCQ responses. The other three should require effort on the part of the students to supply the responses.

In the proposed question paper scheme:

- **This section will carry five questions of four marks each**
- **Out of five questions two questions (question 8 and 9) carrying 4 marks each ie total eight marks will have MCQs .The test types for MCQs include:**
 - Gap filling
 - Sentence completion
 - Dialogue completion

➤ **Question 10, 11, and 12** will be based on response supplied by students.

These test types which will not be tested as MCQs include

- ✓ Sentence reordering
- ✓ Editing
- ✓ Omission
- ✓ Sentence transformation

Note : The weightage given to MCQs to be reduced from the existing 20 marks in the grammar section to 8 marks

Section D – Literature-20 Marks (Question 13-15)

In the existing scheme of the question paper students answer questions based on two extracts out of three for reference to context (Prose/poetry or play) carrying **three marks each**(Total -6 Marks) –all MCQs.

	Total No. of Marks	Existing Weightage to MCQs	Proposed Weightage to MCQs
Section A-Reading	20 Marks	20 Marks	10 Marks

The change proposed is that students be given one extract for reference to

context (carrying 3 marks) out of two which is based on MCQ responses. The other extract should require effort on the part of the students to supply the responses.

In the proposed question paper scheme:

Q13 A One out of **two** extracts for *reference to context* with **MCQs** (based on poetry / prose/drama) .The extract will carry **3 marks**.

B) One extract for *reference to context* (based on poetry / prose/drama) where students will be expected to supply the answer. **The extract will carry 3 marks. (20-30 words each)**
6 Marks

Q14. Four out of **five short answer** type questions based on prose, poetry or plays of **2 marks** each. The questions will not test recall but inference and evaluation. **(30-40 words each)**
8 Marks

Q15.One out of **two** long answer type questions to assess personal response to text by going beyond the text/ poetry / prose/drama. Creativity, imagination and extrapolation beyond the text and across two texts will also be assessed. **(120 words)**

6

Marks

Note: The weightage given to MCQs to be reduced from the existing 06 Marks in the Literature Section to 3 Marks

Section B-Writing	20 Marks	Nil	Nil
Section C-Grammar	20 Marks	20 Marks	8 Marks
Section D-Literature	20 Marks	6 Marks	3 Marks
Total	80 Marks	46 Marks	21 Marks
Percentage		57.5 %	26.25%

CLASS – X COMMUNICATIVE
Syllabus for the Two Terms

S. No. Text Books	First Term (April - September)			Second Term (October - March)		
	FA 1 10	FA 2 10	SA I 30	FA 3 10	FA 4 10	SA II 30
Literature Reader						
PROSE						
1. Two Gentlemen of Verona	✓		✓			
2 Mrs Packletide's Tiger	✓		✓			
3 The Letter		✓	✓			
4. A Shady Plot				✓		✓
5 Patol Babu, Film Star				✓		✓
6. Virtually True					✓	✓
POETRY						
1. The Frog and the Nightingale	✓		✓			
2. Mirror	✓		✓			
3. Not Marble, nor the Gilded Monuments		✓	✓			
4. Ozymandias				✓		✓
5. The Rime of the Ancient Mariner				✓		✓
6. Snake					✓	✓
DRAMA						
1. The Dear Departed	✓		✓			
2. Julius Caesar					✓	✓

Main Course Book						
1. Health and Medicine	✓		✓			
2. Education		✓	✓			
1. Science		✓	✓			
2. Environment				✓		✓
3. Travel and Tourism				✓		✓
4. National Integration					✓	✓
WORK BOOK* – Suggested Break-up of Units for the Purpose of Classroom Teaching only – NOT FOR TESTING (see the note below).						
Term I <ol style="list-style-type: none"> 1. Determiners 2. Tenses 3. Subject-Verb Agreement 4. Non-Finites 5. Relatives 6. Connectors 7. Conditionals Term II <ol style="list-style-type: none"> 8. Comparison 9. Avoiding Repetition 10. Nominalisation 11. Modals 12. Active and Passive 13. Reported Speech 14. Prepositions 						

*** NOTE ON WORKBOOK**

The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. **Since grammar and usage is not to be tested discreetly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units.** Grammar will be tested recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

Note:

1. Formative Assessment is **assessment ‘for’ learning**. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as ‘in class’ and ‘in school’ activities. In case, a field survey or visit is taken up it must be under the direct supervision of the teacher.

BLOOM PUBLIC SCHOOL**Class:- X****Subject : English****Syllabus for the session (2011-2012)**

Cycle No. /Cycle Name	Cycle Dates/ No. of working Days	Content (*Ch. No. followed by the Chapter Name)
(1) April	04/4/11 - 29/4/11 18 Days	Unit -1 Two Gentlemen of Verona . MCB -1 Health & Medicine WK BK -1 Determiners
(2) May	02/5/11 - 13/5/11 10 Days	Poem -Frog & the Nightingle Wk Bk -Determiners (contd) Wk Bk-Unit-4 Non Finites.
(3) July	01/7/11 - 29/7/11 21 Days	Unit 2 Mrs Packletides Tiger Poem-Mirror MCB Unit 2 Education WK BK Active Passive Voice
(4) August	01/8/11 - 31/8/11 20 Days	Unit -3 The Letter Poem -Not Marble Nor The Gil ded Monuments WK BK -Active passive (contd...) MCB Unit 3 Science.
(5) September	01/9/11 - 13/9/11 9 Days	Play- The Dear Departed Wk Bk- Comparisions
Ist Sem Exams	14/9/11 - 30/9/11 13 Days	
(6) October	10/10/11 - 31/10/11 10 Days	Unit -4 A Shady Plot Poem- Ozymandias Wk Bk Reported Speech
(7) November	1/11/11 - 30/11/11	Unit-5- Patol Babu Poem- Rime of the Ancient Mariner MCB Unit -4 Environment WK BK- Reported Speech (contd)

	20 Days	
(8) December	1/12/11 – 28/12/11 19 Days	Unit-6- Unit -6 Virtually True MCB Unit-4 Environment (contd..) Wk Bk- Modals
(9) January	17/01/12 – 31/01/12 10 Days	Poem- Snake MCB Unit-5 Travel & Tourism
(10) February	1/2/12 – 29/2/12 21 Days	Play-JULIUS CAESAR WK BK Conditionals Travel & Tourism (contd)
Sem II Exams	01/3/12 – 16/3/12 12 Days	

Syllabi for Assessments :

(*Mention Chapter Number followed by Chapter Name)

1st U.T (Date :18 July 2011) – Two Gentlemen of Verona, Frog & the Nightingale, Integrative Grammar, Email, Factual Description, Notice, Speech, Message

2nd U.T – (Date :11 November 2011) – A Shady Plot, Poem- Ozymedias, MCB Unit -4, Integrative Grammar, All Writing Skills Done in Class

1st Summative – Two Gentlemen of Verona , Mrs Packetides Tiger , The Letter , Mirror , Frog & the Nightingale, Not Marble Nor The Guilded Monuments, The Dear Departed
MCB -1 , 2 , 3 , Integrative Grammar , ALL Writing Skills Done in Class

2nd Summative - A Shady Plot, Poem- Ozymandias, Patol Babu, Virtually True, Rime Of the ancient Mariner, Snake, JULIUS CAESAR
MCB Unit -4,5,6, Integrative Grammar, All Writing Skills Done in Class