

## 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
  -

**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.*

***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**

	<b>Total No. of Marks</b>	<b>Existing Weightage to MCQs</b>	<b>Proposed Weightage to MCQs</b>
<b>Section A-Reading</b>	<b>20 Marks</b>	<b>20 Marks</b>	<b>10 Marks</b>
<b>Section B-Writing</b>	<b>20 Marks</b>	<b>Nil</b>	<b>Nil</b>
<b>SectionC-Grammar</b>	<b>20 Marks</b>	<b>20 Marks</b>	<b>8 Marks</b>
<b>SectionD-Literature</b>	<b>20 Marks</b>	<b>6 Marks</b>	<b>3 Marks</b>
<b>Total</b>	<b>80 Marks</b>	<b>46 Marks</b>	<b>21 Marks</b>
<b>Percentage</b>		<b>57.5 %</b>	<b>26.25%</b>

**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
<b>Literature Reader</b>						
<b>PROSE</b>						
1. Two Gentlemen of Verona	✓		✓			
2 Mrs Packetide's Tiger	✓		✓			
3 The Letter		✓	✓			
4. A Shady Plot				✓		✓
5 Patol Babu, Film Star				✓		✓
6. Virtually True					✓	✓
<b>POETRY</b>						
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					✓	✓
<b>DRAMA</b>						
1. The Dear Departed	✓		✓			
2. Julius Caesar					✓	✓
<b>Main Course Book</b>						
1. Health and Medicine	✓		✓			
2. Education		✓	✓			

1. Science		✓	✓			
2. Environment				✓		✓
3. Travel and Tourism				✓		✓
4. National Integration					✓	✓
<b>WORK BOOK* – Suggested Break-up of Units for the Purpose of Classroom Teaching only – NOT FOR TESTING (see the note below).</b>						
<b>Term I</b>						
1. Determiners						
2. Tenses						
3. Subject-Verb Agreement						
4. Non-Finites						
5. Relatives						
6. Connectors						
7. Conditionals						
<b>Term II</b>						
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.

