

SYLLABUS
ENGLISH COMMUNICATIVE (101)
Summative Assessment-II (2013-14)
CLASS –X

| Division of Syllabus for Term I & II | | Total Weightage Assigned |
|---|------------------|--------------------------|
| Summative Assessment | | 30% |
| Section | Marks | |
| Reading | 15 | |
| Writing | 20 | |
| Grammar | 15 | |
| Literature+ Value Based Question | 15+5 = 20 | |
| Long Reading Text/ Fiction | 10 | |
| Listening and Speaking | 10 | |
| Formative Assessment | | 20% |
| TOTAL | 90 | 50% |

The Question Paper will include Value Based Question(s) from Literature Section to the extent of 3-5 marks

Note:

- The total weightage assigned to Summative Assessment (SA I & II) is 60%. The total weightage assigned to Formative Assessment (FA1, 2, 3, & 4) is 40%. Out of the 40% assigned to Formative Assessment, 10% weightage is assigned to conversation skills (5% each in Term I & II) and 10% weightage to the Reading Project (at least 1 Book is to be read in each term and the Project will carry a weightage of 5% in each term).



Formative Assessment 4 has been replaced by problem solving assessment (PSA) to be conducted by CBSE

- The Summative Assessment I and Summative Assessment II is for ninety marks. Ten marks of listening and speaking test will be added in the 80 marks Summative Assessment paper ie 80+10 = 90 marks in each semester. The weightage assigned to Summative Assessment I is 30% and the weightage assigned to Summative Assessment II is 30%.

SECTION A: READING**15 Marks**

Qs 1 & 2 The reading section will have two unseen texts as shown below:

| Text Number | Text Type | Length | Marks | Type of Questions. |
|-------------|------------------------------|-----------------|---------|---|
| Text 1 | Factual/Discursive/ Literary | 500 - 550 words | 8 marks | very short answer Supply Type (Gap filling, sentence completion, Table completion, word attack questions, Reference to context and Short Answer Questions) 2 marks will be for testing vocabulary |
| Text 2 | Factual/Discursive/ Literary | 300 – 350 words | 7 marks | Multiple Choice Questions. 1mark for vocabulary. |

The word limit has been reduced from 1100 to 900.

The total length of the two passages will be between 800 – 900 words. There will be at least 3 marks for assessing vocabulary.

Care should be taken to cover all the text types, ie discursive and literary while selecting the passages. A poem may or may not be used as one of the two texts. Apart from a poem, prose literary texts may include excerpts from authentic literature such as short story, autobiography, biography, travelogue, novel etc.

Whenever a poem or a prose/ literary text is used, the other text should be factual or discursive. If a poem is selected then, the length of the poem may be between 14 to 25 lines.

SECTION B: WRITING**20 Marks**

The writing section comprises of five writing tasks as indicated below.

- Q. 3.** A short composition of 50-60 words in the form of a **Notice or a Message or a Diary Entry** **3 marks**
- Q. 4.** A composition of 50-60 words in the form of a **report** **3 marks**
- Q. 5.** A composition in the form of **Biographical sketch, Data Interpretation, Dialogue writing or Description (people, place, objects or events)** **4 marks**

Questions 3, 4 and 5 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, transcoding information from one form to another or using a style appropriate for a notice, message or a report .

- Q. 6 .** An extended writing task of length 120-150 words in the form of a **Formal/Informal Letter or Email**. The long piece of writing will assess the use of appropriate style, language, content and expression. **5 Marks**

Q. 7. An extended writing task in about 120 words in the form of an **Article, Speech or a Debate.**

5 Marks

Students' skill in expressing ideas in clear and grammatically correct English, planning, organizing 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.

Qs 5, 6 & 7 will make use of a visual/ verbal stimulus and one of the questions will be thematically based on MCB.

Important Note 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 penalized for writing more or less than the suggested word limit provided the topic is covered adequately. Stress should be on content, expression, coherence and relevance of the content presented.

SECTION C: GRAMMAR

15 Marks

This section will assess **Grammar** items in context for **15 Marks**. It will carry **5 questions of 3 marks each**.

Questions 8 & 9 will have Multiple Choice Questions. The test types for MCQs include the following:

- **Gap filling**
- **Sentence completion/ Dialogue completion**

Questions 10, 11 & 12 will be based on response supplied by students (Supply Type). The test types will include the following:

- **Sentence reordering**
- **Editing/ Omission**
- **Sentence transformation**

Questions 8 to 12 will test grammar items which have been dealt with in class IX. Different structures such as verb forms, sentence structure, connectors, determiners, pronouns, prepositions, clauses, phrases etc., can be tested through formative assessment over a period of time. **As far as the summative assessment is concerned, it will recycle grammar items learnt over a period of time and will test them in context.**

Test types used will include gap-filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, reordering word groups into sentences, editing, and sentence-transformation.

The grammar syllabus will be sampled each year, with marks allotted for:

Verbs forms

Sentence structures

Other areas

Note: Jumbled words in reordering exercise to test syntax will involve sentences in a context. Each sentence will be split into sense groups (not necessarily into single words) and jumbled up.

SECTION D: LITERATURE READER TEXTBOOK**20 Marks****Q.13:**

13 A: An extract from poetry with three very short questions based on reference to context.

3 Marks

13 B: An extract from the prose lessons with three reference to context questions requiring the students to supply the answers.

3 Marks

13 C: An extract from a play with three reference to context questions requiring the students to supply the answers.

3 Marks

Q.14 Two out of three short answer type questions based on prose, poetry and play (one out of each) **3 marks each**. The questions will not test recall but inference and evaluation. (30-40 words each).

3+3=6 Marks

Q.15. One long answer type question to assess how the values inherent in the text (story, poem or play) have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will also be assessed. (120-150 words)

5 Marks**Novel/ Long Reading Text****10 Marks**

Q 16. One question on theme, plot involving interpretation and inference in about 120 – 150 words.

5 Marks

Q. 17 One character sketches in 120 - 150 words

5 Marks**Prescribed Books/ Materials**

1. Interact in English – X Main Course Book Revised edition

2. Interact in English – X Literature Reader Revised edition

Published by CBSE

3. Interact in English – X Workbook Revised edition

Delhi-110092

Novel/ Long Reading Text

- *Diary of a Young Girl – 1947* By Anne Frank (unabridged edition)

OR

- *The Story of My Life – 1903* By Helen Keller(unabridged edition)

Reading Section:

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested formatively as well as summatively. There will be no division of passages for this section, however, for reading purpose.

The Interact in English Main Course Book will be read in two terms i.e. Term I (April-September) and Term II (October-March).

Writing Section:

All types of short and extended writing tasks will be dealt with in both I and II Term Summative as well as in Formative Assessment. For purpose of assessment all themes dealt with in Main Course Book and other themes may be used.

Note on assessing Writing Tasks.

| | |
|-------------------|--------------------------------|
| Q. 3 Content | : 2 marks |
| & Q. 4 Expression | : 1 marks (Accuracy & Fluency) |
| Total | : 3 marks |

Upto one mark may be deducted for spelling, punctuation and grammar errors.

| | |
|--------------|-------------|
| Q. 5 Content | : 2 marks |
| Fluency | } : 2 marks |
| Accuracy | |
| Total | : 4 marks |

Upto one mark may be deducted for spelling, punctuation and grammar errors.

| | |
|------------------|-----------|
| Q.6 Content | : 3 marks |
| & Q. 7 Accuracy: | 1 mark |
| Fluency | : 1 mark |
| Total | : 5 marks |

Upto two marks may be deducted for spelling, punctuation and grammar errors.

Though marks have been allotted specifically for Content, they should not be awarded in a mechanical manner. For instance, if a student has merely mentioned the value points (content) as per the marking scheme, the examiner should assess whether the content has been expressed/communicated in a **coherent** and **cohesive** manner. It means content and expression are perceived as **interlinked** aspects of writing.

Similarly in all the writing tasks credit should be given to creativity in the realm of ideas and language use. What it means for the examiner is that students who think differently and are able to use the language with felicity in terms of structures as well as vocabulary should be given due weightage. This need not necessarily be seen as leaning towards subjectivity in marking. **A proper balance of content, expression (accuracy, fluency, cohesion and coherence) and creativity** would encourage students to aim for higher standards in written communication. Errors in spelling, punctuation and grammar should be penalized to the extent of marks allotted for Accuracy.

Grammar:

Grammar items mentioned in the syllabus will be taught and assessed summatively as well as formatively over a period of time. There will be no division of syllabus for Grammar in the summative of formative assessments for the terms. However a suggested split – up of the Work Book for the two terms is given to help teachers in planning their classroom teaching.

**ENGLISH COMMUNICATIVE COURSE
SYLLABUS
SUMMATIVE ASSESSMENT (2013-14)
CLASS X**

| Textbooks | |
|--|---|
| Literature Reader | |
| Summative Assessment – I | Summative Assessment - II |
| PROSE | |
| 1. Two Gentlemen of Verona | 1. A Shady Plot |
| 2. Mrs. Packletide's Tiger | 2. Patol Babu |
| 3. The Letter | 3. Virtually True |
| POETRY | |
| 1. The Frog and the Nightingale | 1. Ozymandias |
| 2. Mirror | 2. Snake |
| 3. Not Marble, nor the Gilded Monuments | 3. The Rime of Ancient Mariner |
| DRAMA | |
| 1. The Dear Departed | 1. Julius Caesar |
| Main Course Book | |
| 3. Health and Medicine | 1. Environment |
| 2. Education | 2. Travel and Tourism |
| 3. Science | 3. National Integration |
| Long Reading Text – Novels | |
| <p><i>Diary of a Young Girl – 1947</i> (unabridged edition) June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition)</p> <p style="text-align: center;">OR</p> <p><i>The Story of My Life – 1903</i> (unabridged edition) Chapter 1-14 By Helen Keller (unabridged edition)</p> | <p><i>Diary of a Young Girl – 1947</i> (unabridged edition) March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition)</p> <p style="text-align: center;">OR</p> <p><i>The Story of My Life – 1903</i> (unabridged edition) Chapter 15-23 By Helen Keller (unabridged edition)</p> |

| | |
|---|---|
| | |
| WORK BOOK* – Suggested Break-up of Units for the Purpose of Classroom Teaching only – NOT FOR TESTING (see the note below). | |
| Term I 1. Determiners 2. Tenses 3. Subject-Verb Agreement 4. Non-Finites 5. Relatives 6. Connectors 7. Conditionals | Term II 1. Comparison 2. Avoiding Repetition 3. Nominalization 4. Modals 5. Active and Passive 6. Reported Speech 7. 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 by 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.