

ENGLISH COMMUNICATIVE (Code No. 101)

SYLLABUS

Summative Assessment (2014-15)

CLASS – X

SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

Section		Total Weightage 90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbook and Long Reading Text	25
D	Assessment of Speaking and Listening (ASL)	20
	TOTAL	90

Note:

- It is a division of marks assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.
- Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative – II. Schools can conduct ASL for Summative – I themselves as per the guidelines provided by the CBSE. However assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

SECTION A: READING

20 Marks

50 Periods

Qs 1-2. This section will have two unseen passages of a total length of 700-750 words. The arrangement within the reading section is as follows:

- Q.1: A **Factual** passage 300-350 words with eight very short answer type questions. **8 marks**
- Q. 2: A **Discursive** passage of 350-400 words with four short answer type questions to test inference, evaluation and analysis and four MCQs to test vocabulary. **12 marks**

SECTION B: WRITING & GRAMMAR

25 Marks

60 Periods

- Q. 3: Letter to the Editor / Article in about 100-120 words based on any visual / verbal stimulus. **5 marks**

Q.4: Writing a short story based on a given outline or cue/s in about 150-200 words.

10 marks

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject – verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses of condition and time
 - (iii) Relative clauses
7. Determiners, and
8. Prepositions

The above items may be tested through test types as given below:

Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses.

3 marks

Q. 6: Editing or Omission

4 marks

Q. 7: Sentences reordering or Sentence Transformation in context.

3 marks

SECTION C: LITERATURE TEXTBOOK AND LONG READING TEXT 25 Marks 60 Periods

Q. 8. One out of two extracts from **prose/ poetry / play** for reference to context. Three very short answer questions. 3 marks

One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.

Q. 9. Four **short answer** type questions from the **Literature Reader** to test local and global comprehension of theme and ideas (30-40 words each) 2x4 = 8 Marks

Q.10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words).

4 marks

Q. 11. One out of two Very Long Answer Question on theme or plot involving interpretation, inference and character in about 150-200 words based on prescribed novel.

10 Marks

Prescribed Books: Published by CBSE, New Delhi

INTERACT IN ENGLISH SERIES

- Main Course Book (Revised Edition)
- Workbook (Revised Edition)
- Literature Reader (Revised Edition)

NOVEL (either one)

- *Diary of a Young Girl*– 1947 By Anne Frank (unabridged edition)
- *The Story of My Life*– 1903 By Helen Keller (unabridged edition)

NOTE: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- reduce teacher-talking time and keep it to the minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- use the performance descriptors scale for conversation skills to test the students for continuous assessment.

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

Reading Section:

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative Assessments.

Writing Section:

All types of short and extended writing tasks will be dealt with in both I and II Terms in both Formative as well as in Summative Assessments.

Grammar:

Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessment for the two terms.

Speaking and Listening Skills

50 Periods

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carryout speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

ENGLISH COMMUNICATIVE COURSE
Summative Assessment (2014-15)
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	
2. The Frog and the Nightingale	1. Ozymandias
2. Mirror	2. The Rime of Ancient Mariner
3. Not Marble, nor the Gilded Monuments	3. Snake
DRAMA	
1. The Dear Departed	1. Julius Caesar
Main Course Book	
2. Health and Medicine	1. Environment
2. Education	2. Travel and Tourism
3. Science	3. National Integration
Long Reading Text – Novels (either one)	
<i>Diary of a Young Girl</i> – 1947 June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition) <i>The Story of My Life</i> – 1903 Chapters 1-14 By Helen Keller (unabridged edition)	<i>Diary of a Young Girl</i> – 1947 March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition) <i>The Story of My Life</i> – 1903 Chapters 15-23 By Helen Keller (unabridged edition)

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

Class X
English Communicative 2014-15 (Code No. 101)

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	SAQ 30-40 words 2 marks	LAQ-I 80-100 words 4 marks	LAQ-II 100-120 words 5 marks	VLAQ 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	---	---	01	01	25
Literature and Textbooks	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	---	01	25
Total		25x01 = 25 marks	08x02 = 16 marks	01x04 = 04 marks	01x05 = 05 marks	02x10= 20 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
Total							90 marks