ENGLISH
CLASS - X : CCE PROCEDURE

Details of the Summative Assessment - III / Borad (Public) Exam:
(i) Max.Marks: 80 (40 + 40)   (ii) No. of Papers: 2
(iii) Parts in Each Paper - A & B (iv) Time for each paper : 2.45 Hrs. (2.30 + 15)

PAPERWISE SYLLABUS :

PAPER – I	PAPER – II
i) All 'A', 'B' & 'C' Readings for Comprehension	i) Comprehension based on data, pie chart, bar chart or tree diagram (Unseen)
ii) Grammar – All grammar topics under A, B & C Readings	ii) Unseen passages for comprehension
iii) Creative Expression : Conversation, Description, Diary Entry, Speech	iii) Vocabulary (Textual) and based on 'A' Reading
	iv) Creative Expression : Letter, News Report, Biographical Sketch, Story.

PAPERWISE ACADEMIC STANDARD WISE WEIGHTAGE :

PAPER – I (40 MARKS)		
Part – A : 25 Marks	Part – B : 15 Marks	
Academic Standards	% of Weightage	Marks
i) Reading Comprehension	37.5%	15
ii) Creative Expression including Conventions of Writing	25%	10
iii) Grammar	37.5%	15

PAPER – II (40 MARKS)		
Academic Standards	% of Weightage	Marks
i) Reading Comprehension	37.5%	15
ii) Creative Expression including Conventions of Writing	25%	10
iii) Vocabulary	37.5%	15

PAPERWISE BLUE PRINT : Paper – I

Section	Academic Standards	Q. No.	Source	Marks	Objective Type	V.S.A.	S.A.	Essay	Total
Part - A	Reading Comprehension	1	T.B.	3			3		
		2	"	2			2		
		3	"	3			3		
		4	"	2			2		15
		5	"	3			3		
		6	"	2			2		
	Creative Expression	7	T.B.	5				5	10
		8	"	5				5	
		9	T.B.Independent	2½		2½			
Part - B	Grammar	10	"	2½	2½				
		11	T.B.	1			1		
		12	T.B.	1			1		
	Q.No. 17 - 20 can be framed basing on the textual exercises of ' It's time....... / enough / exclamations / modal verbs' OR Questions can be textbook independent	13	T.B.	1			1		
		14	T.B.	1			1		
		15	T.B.	1			1		15
		16	T.B.	1			1		
		17	T.B. / Independent	1			1		
		18	"	1			1		
		19	"	1	1				
		20	"	1	1				

Paper – II

Sec-tion	Academic Standards	Q. No.	Source	Marks	Objective Type	V.S.A.	S.A.	Essay	Total
	Reading	1	T.B.Independent	5	3		2		
	Comprehension	2	"	5	3		2		15
		3	"	5			5		
	Creative	4	T.B.	5				5	10
	Expression	5	Independent	5				5	
		6	T.B.'A'Reading	2	2				
	Vocabulary	7	T.B.'A'Reading	2		2			
		8	T.B.'A'Reading	2			2		
		9	T.B.'A'Reading	1	1				
		10	T.B.'A'Reading	1	1				15
		11	T.B.'A'Reading	1		1			
		12	T.B.'A'Reading	2		2			
		13	T.B.'A'Reading	2			2		
		14	T.B.'A'Reading	2		2			
				40	10	7	13	10	40

TYPES OF QUESTIONS & MARKS ALLOTMENT FOR S.A.

Paper – I		No. of Questions	Total
PART – A	1. V.S.A	1	2½
	2. S.A.	14	23
	3. ESSAY	2	10
PART – B	4. OBJECTIVE (MCQ)	3	4½
		20	40

Paper – II		No. of Questions	Total
PART – A	1. V.S.A	5	7
	2. S.A.	4	10
	3. ESSAY	2	10
PART – B	4.	3	13
		14	40

CLASS - X : ENGLISH

PAPER – I QUESTION PAPER – PATTERN
PART – A :

READING COMPREHENSION (15 MARKS)

1. A Comprehension Passage from any 'A' Reading with three comprehension questions

    $3 \times 1 = 3$

    (The title of the lesson should be mentioned at the end of the passage)

2. A Comprehension Passage from any 'A' Reading with two comprehension questions

    $2 \times 1 = 2$

    (The title of the lesson should be mentioned at the end of the passage)

3. A Comprehension Passage from any 'B' Reading (prose / poetry) with three comprehension questions.

    $3 \times 1 = 3$

    (The title of the poem or the lesson should be mentioned at the end of the passage)

4. A Comprehension Passage from any 'B' Reading (poetry) with two comprehension questions

    $2 \times 1 = 2$

    (The title of the poem should be mentioned at the end of the passage)

5. A Comprehension Passage from any 'C' Reading with three comprehension questions

    $3 \times 1 = 3$

    (The title of the lesson should be mentioned at the end of the passage)

6. A Comprehension Passage from any 'C' Reading with two comprehension questions

    $2 \times 1 = 2$

    (The title of the lesson should be mentioned at the end of the passage)

CREATIVE WRITING (10 MARKS)

7. (a) Conversation (based on the 3 reading texts of all units)

OR

(b) Description (based on the 3 reading texts of all units)   1 × 5 = 5

Note: Inputs / outline can be different or the same for the above two questions. Both need not be the same. They can be different from different lessons. This means Q.No. 7 (a) can be based on one lesson and Q.No.7 (b) can be from some other lesson.

8. (a) Diary entry (based on the content of 3 reading texts of all units)   1 × 5 = 5

OR

(b) Writing script for a speech (based on the content of the 3 reading texts of all units)

Note: Inputs / outline can be different or the same for the above two questions. Both need not be the same. They can be different from different lessons. This means Q.No. 8 (a) can be based on one lesson and Q.No.8 (b) can be from some other lesson.

PART – B

(GRAMMAR) – 15 MARKS

9. Editing a passage correcting the underlined parts (Unseen)   5 × ½ = 2½ M

10. Cloze Test with five blanks (M.C.Q.) (Unseen)   5 × ½ = 2½ M

11. Combining Sentences using "who / which / that' (OR) Beginning the sentence with a present participle / past participle.

    Syllabus: Reference:

            Relative clauses (Reference: Unit - 1)

            Non-finite clauses (Reference: Unit - 5)

    Note: Only one question will be given. No internal choice. The question will be either on rela-

tive clauses or non-finite clauses. For a model question, refer to the model question paper 1 M

12. Changing voice (only from active voice to passive voice (textual)   1 M

13. Reported Speech (only from direct speech to indirect speech) (textual)

    Syllabus Reference: Reported Speech .... Unit - 5   1 M

14. Combining sentences using adverbs 'as / since / because / if / when / in spite of / such ... that / although / so .... that / neither ... nor / besides'. (textual)   1 M

    Syllabus Reference:

    Adverbial clauses of reason, time and condition.... Unit - 3

    Joining sentences using linkers ... Unit 6: Page 192)

    Note: Only one question will be given. No internal choice. The question will be either on adverbial clauses or using linkers. For a model question, refer to the model question paper

15. Fill in the blanks with suitable prepositions. (textual)   2 X ½ = 1 M

    (a) A sentence with a blank to use an appropriate compound phrasal preposition (Alternative choices are provided in brackets)

    Syllabus Reference: Unit - 2

    (b) A sentence with a blank to use an appropriate preposition followed by certain words. (Alternative choices are provided in brackets)

    Syllabus Reference: Unit - 4

    Note: Questions should not be asked on other areas of prepositions ie. prepositions of time, movement, place etc.

16. Fill in the blanks with suitable forms of the verbs given in brackets. (textual)

                                                                                2 X ½ = 1 M

    Syllabus Reference:

    Simple past and present perfect tenses .... Unit - 2

    Past Perfect and Simple past tenses .... Unit - 3

    Past perfect and Simple past tenses .... Unit - 4

17. Giving advice using modal verbs or suggestion basing on the given context (textual /

unseen)   1 M

18. Changing a sentence into a polite request (textual / unseen)   1 M

19. Choosing a right phrase (MCQ) to say in the given context (textual / unseen)   1 M

20. Identifying the appropriate function that the given expression performs.   (textual /
     unseen)   2 × ½ = 1 M

Instructions to Paper Setters:

Part - A

Q.No. 1 to 6:

(i) Passages for Q.No. 1 and 2 should not be selected from one and the same A.reading
text. They should be from different units or different A. Reading texts.

(ii) Passages for Q.No. 3 and 4 should not be selected from one and the same B. reading
text. They should be from different units or different B. Reading texts.

Important:

For Q. No. 3, the paper setter can select a passage from either a prose lesson or poetry).

For Q. No. 4, the paper setter should select a passage from poetry lessons only.

For both Q. No. 3 & 4, passages can be selected from poetry lessons. But both the
questions should not be from prose lessons. One question (4) should be from poetry.

(iii) Passages for Q.No. 5 and 6 should not be selected from one and the same C. reading
text. They should be from different units or different C. Reading texts.

Note: The questions should cater to the levels of the low proficient to high proficient
learners.

Q.No 7 to 8

(i) Four discourses are fixed for paper-1.Hence, questions should be asked from the pre-
scribed discourses only. These four discourses should be based on the textbook content.
Don't change their order. The order should be as shown below.

Q.No. 7 (a) should always be a **conversation**. (**Should be based on textual context**)

Q.No. 7 (b) should always be a **description**. **(Should be based on textual context)**

Q. No. 8 (a) should always be a **diary entry**. **(Should be based on textual context)**

Q. No. 8 (b) should always be a **script for a speech**. **(Should be based on textual context)**

(ii) All the four questions regarding discourses should be framed basing on the three reading texts of all units. The questions should give scope to the students to use their knowledge related to their lessons while answering these questions. Every question can be from a different lesson. Regarding Q.No. 7, (a) and (b) need not be based on the same input or context. 7 (a) can be from one lesson and 7 (b) can be from another lesson. The same can be followed regarding Q. No. 8 (a) and (b).

Part - B

(i) Questions on editing (9) and cloze test (10) should be textbook independent and they should be in the standards of the class. The texts selected for these questions should reflect the experiential orbit of the students.

(ii) All Grammar points (Q. No. 11 to 14) should be from the topics covered in the textbook only. They should not be beyond textbook explanaton. Don't ask questions to change from passive voice to active voice and from indirect speech to direct speech. Example sentences basing on the explanation (Q. No. 11 to 14) may be taken from outside the textbook. But they should be within the limits of the explanations and examples covered in the textbook. Refer to the syllabus mentioned in the pattern of the question paper and blue print.

(iii) Q.No. 15 should be on prepositions. 15 (a) should be on Compound Prepositional Phrases (Unit - 2) and 15 (b) should be on prepositions followed by certain words (Unit - 4).

(iv) Q.No. 16 should be on tenses which are discussed in the textbook only. The syllabus mentioned at the pattern of the question paper only should be taken into consideration

(v) Q.No. 17 - 20 can be framed basing on the textual exercises of ' It's time....... / enough / exclamations / modal verbs' OR Questions can be textbook independent

(vi) The order of questions and their pattern should not be changed in the question paper.

ENGLISH : CLASS - X

PAPER – II QUESTION PAPER – PATTERN

Part - A
Reading Comprehension (15 Marks)

1. Reading data arranged in a tabular form, a pie chart, a bar chart or a tree diagram with five comprehension questions   5 × 1 = 5

    a) 2 – 'Wh' questions   2 × 1 = 2

    b) 2 – M.C.Qs   2 × 1 = 2

    c) Choosing a correct statement (MCQ)   1 × 1 = 1

    Note: Flow chart and bar graph with curved lines are not included in the syllabus. Don't ask questions basing on a flow chart or a bar graph.with curved lines.

2. Reading an unseen passage with five comprehension questions. (The passage may be a story / a description / an essay)   5 × 1 = 5

    a) 2 – 'Wh' questions   2 × 1 = 2

    b) 2 – M.C.Qs   2 × 1 = 2

    c) Choosing a correct statement   1 × 1 = 1

3. Reading a story and arranging the jumbled sentences in a meaningful order.

                                          5 M

CREATIVE WRITING (10 MARKS)

4. (a) Writing a Letter - Both formal and informal letters (inputs should be provided) 5 M

                     OR

    (b) Writing a News Report (inputs should be provided)

5. (a) Writing a Biographical Sketch using the details provided. (details or inputs should be provided)   5 M

                     OR

    (b) Writing a story using the hints/outline provided (hints or outline should be provided

PART – B (VOCABULARY) – 15 MARKS

6. Identifying the suitable synonyms to the underlined words in the passage (Reading 'A')
   (Four words are to be underlined. Only six words are given in the box to choose the correct synonyms from them)   4 × ½ = 2 M

   Syllabus Reference: All A. Reading Texts only

7. Writing opposite words (Antonyms) to the underlined words in the passage (Reading 'A')
                                                                        4 × ½ = 2

   Syllabus Reference: All A. Reading Texts only

8. Filling in the blanks with the right form of the words given in brackets (A.Reading) 4 × ½ = 2 M

   (Four blanks are to be given. The student has to choose the right answer from the two alternatives provided in the brackets)

   Syllabus Reference: All A. Reading Texts only

9. Completing the spelling of the words by using vowel clusters

   (ea, ie, ei, oi, io, ua, ee, ou, ae, ia, ai, etc.) (A Reading)   2 × ½ = 1 M

   (The words for spelling are given in context in the form of a sentence. The sentences or paragraph should be taken from any A. Reading text of the textbook. Refer to the model paper for a model question.)

   Syllabus Reference: All A. Reading Texts only

10. Completing the spelling of a word using suffixes or inflections (A Reading) 2 × ½ = 1 M

    (The words for spelling are given in context in the form of a sentence. The sentences or paragraph should be taken from any A. Reading text of the textbook. Refer to the model paper for a model question.)

    Syllabus Reference: All A. Reading Texts only

11. Identifying the wrongly spelt word and rewriting its correct spelling (A.Reading)   2 × ½ = 1 M

    Syllabus Reference: All A. Reading Texts only

12. Arrange the following words under correct headings. (All A. Reading texts) 8 × ¼ = 2 M

    Syllabus Reference: All A. Reading Texts only

    Note: Don't ask the question basing on 'words' and their 'meanings' under this question. .Words and their meanings do not come under this question.

13. Use the following language expressions in sentences of your own.   4× ½ = 2 M

    Syllabus Reference:

    (a) All phrasal Verbs in all A. Reading Texts only (1 mark)

    (b) All idioms or idiomatic expressions in all A. Reading Texts only (1 mark)

    (c) Binomial Expressions given in the unit - 4 only (1 mark)

    (d) Foreign Expressions given in the unit - 4 only (1 mark)

    Note: The above four topics are from the textbook only as mentioned. Don't ask questions outside the textbook.

14. Match the following one word substitutes with their meanings.   4× ½ = 2 M

    Syllabus Reference:

        Unit - 1: Page No. 28 - 30

        Unit - 4: Page No.121

    'Part - A' should have four one word substitutes and in 'Part - B' six options should be provided. Out of six options, student should choose four correct options. Refer to the model question paper for a model question.

Instructions to Paper Setters:

(i)   For Q. No. 1 (Study Skills) the syllabus is prescribed. The identified areas are 'tree diagrams, pie charts, bar charts and data in a tabular form'.

    Flow charts and bar graphs with curved lines are not in the syllabus. Don't ask question basing on flow charts or bar graphswith curved lines. Note that bar graphs are different from bar charts.

    Questions should not be asked basing on General Knowledge / current affairs and mathematical intelligence or expertise of children. Only the basic knowledge of 'addition or substraction' can be tested. Other areas of mathematical skills such as 'multiplication, division, calculating ratio or calculatiang percentage' must not be tested.

    Questions should be focussed on facts, comparing, contrasting, analysing or concluding.

(ii)   For Q.No. 2, the passage to be selected can be a story / a description / an essay.

(iv)   For Q. No. 3, the passage to be selected should be a story. The jumbled sentences should cover the whole story in brief.

(v)   Q.No. 4 (a) should always be a letter. It can be a formal or informal letter. Single line questions should not be asked. Adequate input / outline should be provided. Without providing inputs, the question should not be framed.

(vi)   Q.No. 4 (b) should always be a news report. It can be about an event or incident. Single line questions should not be asked. Adequate input / outline should be provided. Without providing inputs, the question should not be framed.

(vii) Q.No. 5 (a) should always be a biographical sketch. It should be about a person. Single line questions should not be asked. Adequate details about the person should be provided. Without providing the biographical information, the question should not be framed.

(viii) Q.No. 5 (b) should always be a story. It can be with the characters of animals or human beings. Single line questions should not be asked. Adequate hints / outline should be provided. Without providing hints or outline, the question should not be framed.

(ix)   For Q. No. 6 (synonyms) , only six words are given in the box. Don't give more than six words in the box. Out of six words the student has to choose four as the answers. The paragraph for this question should be taken from only A.Readings of the textbook. Don't select paragraphs from B. Readings or C. Readings

(x)   For Q.No. 7 (antonyms) , the paragraph should be taken from only A.Readings of the textbook. Don't select paragraphs from B. Readings or C. Readings

(xi) For Q. No. 8 (Right form of the word), the paragraph should be taken from only A.Readings of the textbook. Don't select paragraphs from B. Readings or C. Readings. For each blank, two alternative choices should be provided in the brackets. the student has to choose the correct one between the two choices provided in the brackets.

(xii) For Q. 9 (Spelling - vowel clusters), the passage or   a sentence should be taken from only A.Readings of the textbook. Don't select paragraphs or sentences from B. Readings or C. Readings. Refer to the model paper for mode of questioning.

(xiii) For Q. 10 (Spelling - suffixes or inflections), the passage or   a sentence should be taken from only A.Readings of the textbook. Don't select paragraphs or sentences from B. Readings or C. Readings. Refer to the model paper for mode of questioning.

(xiv) For Q.No. 11 (Spelling), the words should be selected from only A.Readings of the

textbook. Don't select words from B. Readings or C. Readings. Refer to the model paper for mode of questioning.

(xv) For Q. No. 12 (Classification of Vocabulary), words or phrases should be selected from A. Readings of the textbook. Don't take select words or phrases from B. Readings or C. Readings. Exercises under vocabulary in each unit should be considered for these quetions along with the vocabulary in A.Reding texts. Don't frame question with the labess, 'words' and ' their meanings. This doesn't come under 'classification of vocabulary'.

(xvi) For Q. No.13 (Using Languages Expression in own words), four topics are prescribed as the syllabus. The following are the details.

(a) All phrasal verbs in all A. Reading Texts only (½ mark)

(b) All idioms or idomatic expressions in all A. Reading Texts only (½ mark)

(c) Binomial Expressions given in the unit - 4 only (½ mark)

(d) Foreign Expressions given in the unit - 4 only (½ mark)

Note: The above four topics are from the textbook only as mentioned. Don't ask questions outside the textbook.

(xvii) Match the following one word substitutes with their meanings. $4 \times ½ = 2$ M

Syllabus Reference:

Unit - 1: Page No. 28 - 30

Unit - 4: Page No.121

Any other one-word substitutes from all 'A. Readings'

Note: Don't ask questions beyond the textbook. Questions should be from the prescribed syllabus only. The way of giving meaning can be cahnged. This means, the words taht describe the meaning can be changed.