

3. HOW TO APPLY FOR INTRODUCING ADDITIONAL SUBJECTS

A school affiliated to CBSE may introduce any subject/elective/course (vocational) offered by the CBSE if it fulfills the requirements to offer it as per the detailed criterion given in the curriculum of the elective/course to be introduced.

Availability of well qualified staff as per qualifications detailed in the Senior Secondary Curriculum Volume- I or Chapter IX of the Affiliation Byelaws should be ensured by the school before introducing the concerned subject. The number of qualified teachers for the course/ subject should be sufficient to teach all the students expected to take the course/ subject to be started.

The last date for submission of application is 30th June of the year preceding the year in which subject/course in classes IX or XI is proposed to be started. A subject/course should not be started without prior affiliation with the Board.

The CBSE will not be responsible for any consequences if any subject/course is started without proper affiliation, etc., by the CBSE.

How to apply:

1. An electronic application form available on www.cbse.nic.in e-affiliation a window will open, scroll to the end, click on the tab (click here to proceed) again scroll and click on the tab (click here to proceed) Form will open up.
2. Read the instructions carefully given in the curriculum document and Affiliation Byelaws before you start filling the electronic form.
3. Take a printout of the electronic online form after submitting it and attach bank draft* of the requisite amount in favor of Secretary, Central Board of Secondary Education, Delhi, payable at Delhi and other relevant documents and send it to the Affiliation Branch.
4. Schools are required to attach a copy of the affiliation letter as scanned copy (jpg, gif and pdf files only and not more than 1MB in size) for applying to introduce new subjects.
5. Schools are required to pursue with the Affiliation Branch of the Board after sending their application for their affiliation status regarding the particular subject to be introduced.
6. After getting provisional affiliation, the school must inform the Director (Arti) so as to ensure the dispatch of relevant academic material/information regarding training, etc., to school, if any.

*The details of the fee are as follows:

1	Independent schools within the country (Science Subject)	₹ 5,000/- per subject
2	Independent schools within the country (Other Subject)	₹ 3,000/- per subject
3	Overseas Independent Schools (Science Subject)	₹ 15,000/- per subject
4	Overseas Independent Schools (Other Subject)	₹ 10,000/- per subject
5	Govt. /Aided/KVS/JNV Schools	₹ 1,000/-per subject
6	Overseas KVS Schools	₹ 2,000/-per subject

1. ENGLISH ELECTIVE NCERT (Code No. 001)

CLASSES XI - XII

(2016-17)

Background

The course is intended to give students a high level of competence in English with an emphasis on the study of literary texts. The course will provide extensive exposure to a variety of rich texts of world literature as well as Indian writings in English, including classics, develop sensitivity to the creative and imaginative use of English and give them a taste for reading with delight and discernment. The course is pitched at a level which the students may find challenging yet interesting.

The course is primarily designed to equip the students to pursue higher studies in English literature and English language at the college level and prepare them to become teachers of English.

Objectives

The general objectives at this stage are:

- i) to provide extensive exposure to a variety of writings in English, including some classics to develop sensitivity to literary and creative uses of the language.
- ii) to further expand the learners' vocabulary resources through the use of dictionary, thesaurus and encyclopaedia.
- iii) to develop a taste for reading with discernment and delight.
- iv) to critically examine a text and comment on different aspects.
- v) to develop proficiency in English both in receptive and productive skills.

At the end of this course, the learner

- i) grasps the global meaning of the text, its gist and understands how its theme and sub-themes relate.
- ii) relates to the details provided in the text for example, how the details support a generalization or the conclusion either by classification or by contrast and comparison.
- iii) comprehends details, locates and identifies facts, arguments, logical relationships, generalization, conclusion, in the texts.
- iv) draws inferences, supplies missing details, predicts outcomes, grasps the significance of particular details and interprets texts.
- v) assesses and analyzes the attitude and bias of the author.
- vi) infers the meanings of words and phrases from the context; differentiates between apparent synonyms and appreciates the nuances of words.
- vii) appreciates stylistic nuances, the lexical structure; its literal and figurative uses and analyses a variety of texts.
- viii) identifies different styles of writing like humorous, satirical, contemplative, ironical and burlesque.
- ix) can produce text-based writing (writing in response to questions or tasks based on prescribed as well as 'unseen' texts.)
- x) develops the advanced skills of reasoning, inferring, analysing, evaluating and creating.
- xi) develops familiarity with the poetic uses of language including features of the language through which artistic effect is achieved.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. The multi-skill, learner-centred, activity based approach already recommended for the previous stages of education, is still in place, though it will be used in such a way that silent reading of prescribed selected texts for comprehension will receive greater focus as one of the activities. Learners will be trained to read independently and intelligently, interacting actively with texts and other reference materials (dictionary, thesaurus, encyclopedia, etc.) where necessary. Some pre-reading activity will generally be required, and course books should suggest those activities. The reading of texts should be followed by post reading activities. It is important to remember that every text can generate different reading strategies. Students should be encouraged to interpret texts in different ways, present their views of critics on a literary text and express their own reactions to them. Some projects may be assigned to students from time to time. For instance, students may be asked to put together a few literary pieces on a given theme.

ENGLISH ELECTIVE NCERT (Code No. 001)

CLASS - XI

SECTION - A

Reading an unseen passage and a poem **35 Periods**

k **Very Short and Short Answer Questions:** Literary or discursive passage of about 900-950 words.

k **Short Answer Questions:** A poem of about 20-24 lines to test interpretation and appreciation.

SECTION - B

Creative Writing Skills **35 Periods**

k **Long Answer Question:** An essay on an argumentative/discursive/reflective/or descriptive topic.

k **Very Long Answer Question:** A composition such as an article, a report, a speech.

SECTION - C

Literature Textbooks

Woven Words **75 Periods**

k **Very Short and Long Answer Questions:** To test comprehension, literary appreciation and drawing inferences in poetry and prose.

Arms and the Man - [Drama] **25 Periods**

k **Long answer Questions:** To test the evaluation of characters, events and episodes.

Fiction

k **Short and Long Answer Questions:** To test analysis of characters, events, episodes and interpersonal relationships and understanding of content, events and episodes **25 Periods**

Note: Short answer questions or long answer questions based on values can be given in the writing or in the literature section.

Seminar **25 Periods**

k Presentation of a book review, a play, a short story, a novel, novella (tale, fable, parable) to be followed by a question answer session.

- k Poetry reading to be followed by interpretative tasks based on cloze reading and literary analysis of the text.
- k Critical review of a film or a play.
- k Conducting a theatre workshop to be followed by a discussion.

Note: Teachers may develop their own rubrics to assess the performance of students objectively.

- k The performance descriptors of speaking given in English Core and English Functional specifications may be referred to.

Prescribed Books:

1. **Text book: Woven Words** published by NCERT
2. **Fiction: The Old Man and the Sea** (unabridged) by E. Hemingway
3. **Drama: Arms and the Man** by Bernard Shaw

QUESTION PAPER DESIGN 2016-17
CLASS XI

ENGLISH ELECTIVE NCERT - XI (Code No. 001)

Marks -100 (80+20 Seminar)

Typology	Testing Competencies/learning outcomes	VSA 1 mark	Short Answer 50-60 words 2 marks	Long Answer -1 80 - 100 words 5 marks	Long Answer -2 120- 150 words 6 marks	Very Long Answer 150 - 200 words (HOTS) 10 marks	Total marks	Overall %
Reading Comprehension	Conceptual understanding, decoding, analysing, inferring, interpreting, appreciating, literary conventions and vocabulary.	10	5	—	—	—	20	20
Creative Writing Skill	Reasoning, appropriacy of style and tone, use of appropriate format and fluency	—	—	—	—	2	20	20
Literature Texts	Recalling, reasoning, appreciating literary conventions illustrating with relevant quotations from the texts, giving opinions and justifying with fluency	4	5	—	1	—	20	20
Drama	Recalling, reasoning, appreciating literary conventions, illustrating with relevant quotations from the texts, giving opinions and justifying with fluency	—	—	2	—	—	10	10
Fiction	Recalling, reasoning, appreciating literary conventions, illustrating with relevant quotations from the texts, giving opinions and justifying and fluency	—	2	—	1	—	10	10
Seminar	Seeking information and clarifying, illustrating with relevant quotations from the texts, reasoning, diction, articulation clarity of pronunciation, using appropriate language conventions Addressing participants using appropriate titles or nomenclatures and overall fluency	—	—	—	—	—	20	20
	TOTAL	14x1 = 14	12x2= 24	2x5=10	2x6= 12	2x10= 20	80+20 =100	100

**ENGLISH ELECTIVE NCERT (Code No. 001)
CLASS-XII**

SECTION - A

Reading an unseen passage and a poem **60 Periods**

- k **Very Short Answer Questions:** One literary or discursive passage of about 950-1000 words followed by short questions
- k **Short Answer Questions:** A poem of about 24 - 28 lines to test interpretation and appreciation.

SECTION - B

Creative Writing Skills & Applied Grammar **60 Periods**

- k **Long Answer Question:** A short discursive, interpretative writing
- k **Very Long Answer Questions:** An essay on an argumentative/discursive topic such as an article, report or speech
- k **Very Short Answer Question:** Transformation of sentences.

SECTION - C

Literature Textbook: Kaleidoscope **60 Periods**

- k **Short Answer Questions:** To test understanding and appreciation
- k **Long Answer Question:** To test deeper understanding, interpretation, appreciation, drawing of inferences and evaluation.

Fiction **40 Periods**

- k **Long Answer Questions:** Seeking comments, interpretation, evaluation and appreciation of characters, events, episodes and interpersonal relationships.
- k **Very Long Answer Question:** To test deeper understanding, interpretation, appreciation and drawing inferences.

Prescribed Books:

1. **Kaleidoscope** - Text book published by NCERT
2. **A Tiger for Malgudi** or the **Financial Expert** by R.K. Narayan (Novel) Fiction

QUESTION PAPER DESIGN 2016-17
CLASS XII

ENGLISH ELECTIVE NCERT XII (Code No. 001)								Marks -100	
Typology	Testing Competencies/learning outcomes	VSA 1 marks	Short Answer 50-60 words 2 marks	Long Answer- 1 80 - 100 words 5 marks	Long Answer- 2 120-150 words 6 marks	Very Long Answer 150 - 200 words (HOTS) 10 marks	Total marks	Over all %	
Reading Comprehension	Conceptual understanding, decoding, analysing, inferring, interpreting, appreciating or literary conventions and vocabulary.	10	5	—	—	—	20	20	
Creative Writing Skills	Reasoning appropriacy of Style and tone, using appropriate format, infererring, analysing, evaluating, creativity with fluency Applying appropriate language Conventions, comprehension using structures interactively, application, accuracy and fluency	10	—	2	—	1	30	30	
Literature Texts	Recalling, reasoning, appreciating literary conventions illustrating with relevant quotations from the texts, giving opinions and justifying, infererring, analysing, evaluating, creativity and fluency	—	4	2	2	—	30	30	
Fiction	Recalling, reasoning, appreciating literary conventions, Illustrating with relevant quotations from the texts, infererring, analysing, evaluating and creating, giving opinions, justifying with fluency	—	—	2	—	1	20	20	
TOTAL		20x1=20	9x2=18	6x5=30	2x6=12	2x10=20	100	100	

2. ENGLISH ELECTIVE CBSE (Code No. 101) (2016-2017)

Aims and Objectives of the Course

The revised English Elective CBSE, integrated with occupational English, for Classes XI and XII, highlights the CBSE's approach to language training within an academic and professional context. The content emphasizes literary appreciation along with language competencies and effective workplace communicative skills. Therefore, the comprehensive English curriculum will enable students opting for English Elective CBSE to understand and use significantly complex language in the contexts of higher studies or employment. English language skills are a vital key to success. These skills are valued by employers and further education and are a platform on which to build other employability skills. Better English skills can mean a better future.

According to NCF 2005: The language environment of disadvantaged learners needs to be enriched by developing schools into community learning centres. A variety of successful innovations exists whose generalizability needs exploration and encouragement. Approaches and methods need not be exclusive but may be mutually supportive within a broad cognitive philosophy. Higher-order skills (including literary appreciation and role of language in gendering) can be developed once fundamental competencies are ensured.

Further, according to NCF 2005 a set of work-related generic competencies (basic, interpersonal and systemic) could be pursued at all stages of education. This includes critical thinking, transfer of learning, creativity, communication skills, aesthetics, work motivation, work ethics of collaborative functioning, and entrepreneurship-cum-social accountability.

Indeed, today's job market, offering employment, for example, in hotels, hospitals, construction, or manufacturing, welcomes workers with specific occupational skills, and, more importantly, the ability to understand and interact orally, to fill out job applications, and to use manuals or catalogues, successful participation in training programmes, in specialized forms of English. Then, again, at the managerial level, increasingly a proficient command of English is necessary to interact efficiently and appropriately with English-speaking colleagues, clients, customers or employees; and, for students, it will be the achievement of a higher level of competency in the global language, for their higher academic pursuits in India and abroad.

English Elective CBSE for classes XI and XII, includes reading, writing, listening and speaking, grammar and vocabulary and literary appreciation which will cover the various areas through a variety of themes offered in the course materials. The curriculum developers have analysed work tasks and communicative goals in order to break them into discrete units for which interactive, research-oriented and collaborative learning activities have been prepared to develop their literary appreciation speaking, listening, reading and writing skills

The Approach to the Curriculum

- k A skill-based communicative approach is recommended with graded texts followed by learner-centred activities.
- k Academic reading and writing and appreciation of literature form the basis of the syllabus.
- k It is recommended that teachers consciously take a back seat, playing the role of a manager, coordinator and facilitator.

Language Skills and their Objectives

Approach to Reading

- The course aims at introducing a variety in text type rather than having only short stories and prose pieces.
- The emphasis is to enlarge the vocabulary through word building skills and impart training in reading for specific purposes.

Specific Objectives of Reading:

Students are expected to develop the following study skills:

- refer to dictionaries, encyclopaedia, thesaurus and academic reference material
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's attitude and bias
- comprehend the difference between what is said and what is implied
- understand the language of propaganda and persuasion
- differentiate between claims and realities, facts and opinions
- form business opinions on the basis of the latest trends available
- comprehend technical language as required in computer related fields
- arrive at personal conclusion and comment on a given text
- be original and creative in interpreting opinion
- be logically persuasive in defending one's opinion

Develop literary skills as enumerated below:

- personally respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones
- explore and evaluate features of character, plot, setting, etc.
- understand and appreciate the oral, mobile and visual elements of drama
- identify the elements of style such as humour, pathos, satire, irony, etc.
- make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing
- summarizing

Speaking and Listening

Speaking and listening skills need a very strong emphasis and is an important objective leading to professional competence. Hence testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills.

The CBSE had introduced the formal Assessment of Speaking and Listening skills (ASL) in class XI with effect from the session 2012-13. As a part of the CCE, it is believed that assessment should be used to control and regulate the quality and also maintain the desired standards of performance in specific areas of learning. As

good communication skills raise the self-esteem and gives a student confidence to face the challenges of life, it is desired that the student acquires proficiency in it by the time he or she completes school education. In the present time, speaking and listening are considered to be the essential skills of learning a language which are extensively used in one's life. Hence, the formal assessment of speaking and listening skills has been added in the overall assessment scheme with a view to bring in a 'washback' effect in the teaching process. While the focus of listening skills is to assess a student's competency in listening for understanding the main points to identify general and specific information for a purpose, distinguishing the main points from the supporting details, interpreting messages, understanding and following instructions, advice, requests, etc., the linguistic and non-linguistic features of a language, etc., and appropriate activities may be used for assessing the achievement of learning objectives.

The outcome of the Assessment of Speaking and Listening Skills (ASL) is to develop students' confidence to respond fluently and intelligently in English during situations where the use of English is imperative. The course offered here will develop strategies to listen with comprehension to spoken English, especially in the context of formal academic discussions, interviews and about career prospects. They will be internationally intelligible during their communicative exchanges so that they can play a range of roles in academic, social as well as in future workplace contexts.

It is suggested that the Speaking and Listening Skills Assessment [20 %], within this curriculum must not, however, affect the reliability or validity of assessment outcomes, nor must they be perceived to give these students an assessment advantage over other students.

Specific objectives of Speaking and Listening Skills:

- understand conversational English in a natural environment
- confidence in speaking English with greater fluency
- using suitable registers /appropriacy
- using a wider vocabulary to talk about a range of general topics as well as specific subject area.
- interacting appropriately
- adopting appropriate strategies to get more information
- clarifying misunderstood information
- asking for repetition without using understood names, terms, numbers, or directions
- receiving and giving telephonic messages
- responding to complaints and requests
- greeting appropriately
- accuracy and pronunciation
- efficient interaction

Speaking Assessment

The assessment of speaking skills is based on four aspects of a language which include language functions, grammar, lexis or range of vocabulary and phonology. Students will be assessed on a scale of 5-1 wherein 1 is the lowest and 5 is the highest. If a student performs very well but doesn't completely fall in the highest category he or she can be marked in between 3 and 5. This will give a student wider range where the performance can be pitched.

The descriptors for all the five bands are given below covering all the four areas:

PERFORMANCE DESCRIPTORS

Interactive Competence	5	4	3	2	1
Task Management	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or contributions may not be related to the task.
Initiation and Turn-taking	Is prompt to initiate discussions on the themes/ functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turn appropriately.	Is easily able to initiate discussions on the themes/ functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turn appropriately.	Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction going; takes turn.	Struggles to initiate discussions on the themes/ functions at the given level. Makes little effort to keep the interaction going;	Does not initiate discussions. Makes no effort to keep the interaction going.
Appropriacy and Relevance	Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/ situation.	Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in formal situations.	Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/ situation.	Has unclear sense of purpose and may be unable to adapt register. Contributions may not be connected to the context/ situation.	Has hardly any sense of purpose and cannot adapt to register.
Fluency	5	4	3	2	1
Cohesion and Coherence Speed of Delivery	Presents information in a logical sequence of linked utterances with a clear	Presents information in a logical sequence of linked utterances with a connection	Presents information generally in a logical order but overall progression may not always be	Presents information but without clear progression. Uses limited cohesive devices	Presents information with no progression and/or little control of organisational

	connection between ideas, arguments and statements. Uses a range of cohesive devices. Speaks fluently with minimal hesitation. Has intelligible speed of delivery.	between ideas, arguments and statements. Uses with ease some cohesive devices. Speaks fluently with some hesitation. Has intelligible speed of delivery.	clear. Uses a range of cohesive devices but some over/under use. Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery	repetitively. Severe hesitation may impede communication. Speed of delivery impedes understanding	features. May use only isolated words and phrases.
Pronunciation	5	4	3	2	1
Pronunciation Stress and intonation	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content and meaning.	Presents information in a logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some cohesive devices. Speaks fluently with some hesitation. Has intelligible speed of delivery.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time. Flat intonation and/or inappropriate stress for the task, content or meaning.	Is not intelligible.
Language	5	4	3	2	1
Accuracy	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including a few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.

Range	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message.	Uses an expressive and appropriate range of words and phrases on topics appropriate to the level. These may be repetitive.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker	Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message.	Uses simple, isolated words for the level. There is little effort to find words.
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Specific Objectives of Listening:

Students are expected to develop the ability:

- to listen to lectures and talks and to be able to extract relevant and useful information for a specific purpose.
- to listen to news bulletins and to develop the ability to discuss informally on a wide ranging issues like current national and international affairs, sports, business, etc.
- to respond in interviews and to participate in formal group discussions.
- to make enquiries meaningfully and adequately, and to respond to enquiries for the purpose of travelling within the country and abroad.
- to listen to business news and to be able to extract relevant important information.
- to develop the art of formal public speaking.

Approaches to Writing

The course for two years has been graded in such a way that it leads the students towards acquiring advanced writing skills through integrated tasks that move from less linguistically challenging to more challenging ones. It has been planned on the premise that sub skills of writing should be taught in a context and more emphasis should be laid on teaching the process of writing.

Specific Objectives of Writing

- to write letters to friends, pen friends, relatives, etc.
- to write business and official letters.
- to send faxes, e-mails[formal].
- to open accounts in post offices and banks.
- to fill in railway/airline reservation forms.
- to write on various issues to institutions seeking relevant information, lodge complaints, express thanks or tender apology.
- to write applications, fill in application forms, prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.
- to write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)

- to write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.
- to express opinions, facts, arguments in the form of a speech or debate.
- to draft papers to be presented in symposia.
- to take down notes from talks and lectures. to write examination answers according to the requirement of various subjects.
- Summarizing

Grammar and Phonetics

The Grammar that supports these skills includes adjectives and adverbs, modals and semi-modals, gerunds and participles, the simple, continuous, perfect [present, past] tense forms, future time, active and passive voice, reported speech, sentence transformation.

The Speaking and listening skills acquisition will be supported by the inclusion of the following: Speech Mechanism, Organs of Speech, Classification of Vowels - Diphthongs, Cardinal Vowels, Phonemes - Allophones and Allophonic Variations, Homonyms and Homophones, Stress and Rhythm, Intonation, Juncture Elision and Assimilation.

Evaluation and Assessment

The curriculum is intended as a preparation/vocational for higher academic studies and professional careers will require students to qualify in the assessments of the following areas:

	Weightage	
	XI	XII
● Reading	20	30
● Writing Skills and Grammar	30	30
● Literary Appreciation and Extended Reading Texts	30	40
● Assessment of Speaking and Listening Skills	20	—

Group project/class presentation/case study/research will be based on the use of English for literart appreciation in academic and professional/vocational contexts, for internal assessment

The multi-focal English language curriculum, aims at equipping our students with excellent communicative skills in diverse applications of English Language designed to open up a wide spectrum of higher academic and career avenues in a fast evolving knowledge and technology driven society. The curriculum with its component for students' exposure to major works of literature will foster human values and will stimulate self-exploration and effective self-expression to empower them to be active participants and contributors in the knowledge society.

An integrated literary and functional English will provide students of the vocational and academic streams important, more focused language skills necessary for successful upward mobility academically and professionally as a result of their higher standard of English proficiency. Besides, the revised integrated curriculum will enhance the Total Learning Experience of students offering either the vocational or regular streams, who will be the unequivocal beneficiaries of the most life-long and significant transferable job skill that supports the achievement of their life goals, as confident and competent communicators in English, in higher academic study/the work place.

About Reading

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purpose is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can 'learn, unlearn and relearn' and if our children are in the habit of reading they will learn to reinvent themselves and deal with any challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly, it is an interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other which helps them to understand the text and impart meaning to the text other than what the author himself may have implied. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them. They not only recall what they read but comprehend it too. Their critical reading and understanding of the text helps them create new understanding, solve problems, infer and make connections to other texts and experiences. Reading does not mean reading for leisure only but also for information, analysis and synthesis of knowledge. The student may be encouraged to read on topics as diverse as Science and Technology, Politics and History. This will improve his/her critical thinking skills and also help in improving his/her concentration.

ENGLISH ELECTIVE CBSE
(Code No. 101)
CLASS-XI
2016-2017
SECTION-A

Advanced Reading Skills

45 Periods

MCQs, very short answer and short answer questions: to test comprehension, analysis, inference, evaluation and literary appreciation

1. 450-500 words in length for note-making and summarising;
2. 400-450 words in length (comprehension and vocabulary).

The passages or poems could be of any of the following types:

- a) Factual passages, e.g., instructions, descriptions, reports.
- b) Discursive passages involving opinion, e.g., argumentative, reflective persuasive, etc.
- c) Literary texts, e.g., poems, extracts from fiction, biography, autobiography, travelogue, etc.

Note: In the case of a poem, the text may be shorter than 200 words or 20-24 lines.

SECTION-B

Writing Skills and Grammar

60 Periods

This section will include writing tasks as indicated below:

3. **Short Answer Questions:** Messages, notices, e-mails (formal) and description of people.

Note: Though e-mail is included as one of the writing tasks, it is suggested that it may be tested as a part of internal or formative assessment.

4. **Long Answer Question:** Based on a verbal or visual input:
 - a) Official letter for making inquiries, suggesting changes, registering complaints, asking for and giving information, placing orders and replies.
 - b) Letters to the editor on various social, national and international issues.
5. **Very Long Answer Question:** Sustained writing tasks such as writing a speech, an article for a magazine or report based on a verbal or a visual input.

Grammar

A variety of questions through **MCQs** and **Very Short Answer type questions** may be asked to test grammar items in context (not as isolated sentences). Though only modals, determiners, voice and tense forms are being dealt with in Class XI, other grammar items such as prepositions, verb forms, connectors which have been learnt earlier would also be included.

- Drafting questions/questionnaires based on verbal/visual input
- Composing a dialogue based on the given input
- Recognizing consonant and vowel values in pronunciation/ sentence and word stress
- Correction of errors in sentences

SECTION - C

LITERATURE: Textbooks and Long Reading Texts

70 Periods

Questions are asked to test local and global comprehension involving interpretative, inferential, evaluative and extrapolatory skills.

- **Very Short Answer Questions:** Any two out of three extracts based on different poems to test theme, setting and literary devices.
- **Short Answer Questions:** Based on different prose / drama / poetry / pieces to test Local and Global comprehension of ideas and language.
- **Long Answer Question:** Based on prose or play to test comprehension of characters, actions and plot appreciation of literary conventions and reasoning.

Note: Short answer questions or long answer questions based on values can be given in the writing section or in the literature section.

- **Long Answer Questions:** To test understanding, appreciation, analysis, inference in the plot of the long reading text and writing a character sketch.

- **Assessment of Speaking and Listening Skills (ASL)**

45 Periods

It is recommended that speaking and listening skills should be regularly taught in the class.

PRESCRIBED BOOKS:

1. *Language Skills Book* - Class XI English Elective CBSE published by Central Board of Secondary Education, Delhi.
2. *Literature Reader* - Class XI English Elective CBSE published by Central Board of Secondary Education, Delhi.
3. **The Extended Reading Texts : (Either one)**

	Author
i) <i>The Canterville Ghost</i> (unabridged - 1906 Edition)	Oscar Wilde
ii) <i>Up from Slavery</i> (unabridged - 2000 Edition)	Booker T. Washington

QUESTION PAPER DESIGN 2016-17

CLASS XI

English Elective CBSE XI (Code No. 101) Time-3 hours Marks: 80+20=100

Typology	Testing Competencies/learning outcomes	MCQ 1 mark	Very Short Answer 1 mark	Short Answer 50-60 words 4 marks	Long Answer-1 80 - 100 words 5 marks	Long Answer-2 120-150 words 6 marks	Very Long Answer 150 - 200 words (HOTS) 10 marks	Total marks	Over all %
Reading Skills	Conceptual understanding, decoding, analysing, inferring, interpreting, appreciating, a literary conventions and vocabulary, summarising and using appropriate format/s	5	5	1	—	1	—	20	20
Writing Skills and Grammar	Reasoning, appropriacy of style and tone, using appropriate format and fluency Applying language conventions appropriately using structures integrative, accuracy and fluency	4	6	1	—	1	1	30	30
Literary Text and Extended Reading Texts	Recalling, reasoning, appreciating literary conventions and fluency	—	10	1	2	1	—	30	30
Assessment of Speaking and Listening Skill	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency	—	—	—	4	—	—	20	20
	TOTAL	9x1=9	21x1=21	3x4=12	6x5=30	3x6=18	1x10=10	100	100

EXAMINATION SPECIFICATIONS
ENGLISH ELECTIVE CBSE
Class-XII (Code No. 101)
2016-2017
SECTION - A

READING SKILLS

60 Periods

Very short answer / Short answer and MCQ type questions:

Two unseen passages (including poems) with a variety of questions including 04 marks for vocabulary such as word formation and inferring meaning. The total range of the two passages including a poem or a stanza, should be around 1000-1100 words to assess comprehension, analysis, inference, evaluation and literary appreciation.

1. 550-600 words in length (for note-making and summarising)
2. 450-500 words in length (to test comprehension)

The passage could be of any one of the following types:

- Factual passages, e.g., illustrations, description, reports
- Discursive passages involving opinion, e.g., argumentative, persuasive
- Literary passages, e.g., poems, extracts from fiction, biography, autobiography, travelogue, etc. In the case of a poem, the text may be shorter than the prescribed word limit.

SECTION-B

WRITING SKILLS AND GRAMMAR

60 Periods

- **Short Answer Question:** Notices, advertisements, factual description of people, places and objects, drafting posters, drafting, accepting and declining invitations.
- **Long Answer Question:** Letter of any of the following types based on a verbal or visual input:
 - a) Official letters for making inquiries, suggesting changes - registering and responding to complaints, asking for and giving information, placing orders and sending replies.
 - b) Letters to the editor on various social, national and international issues.
 - c) Application for a job including CV (Curriculum Vitae) / Resumé.
- **Very Long Answer Question:** Sustained writing task such as writing a speech, an article for a magazine or a report based on verbal / visual input.

Grammar

30 Periods

A variety of questions, as listed below may be asked, involving the application of grammar items in context (i.e., not in isolated sentences). The grammar syllabus will be sampled each year. Though only modals, determiners, voice and tense forms have been dealt with in class XI, however, other grammar items such as prepositions, verb forms, connectors which have been learnt earlier would also be included.

Very Short Questions and Multiple Choice Questions

- Reordering of words and sentences
- Composing a dialogue based on a given input
- Error correction in sentences
- Drafting questions / questionnaires based on given input

SECTION - C

Literature: Prescribed Books and Extended Reading Text

70 Periods

Questions to test comprehension at different levels and of different kinds - local, global, interpretative, inferential, evaluative and extrapolatory.

- **Very Short and Short Answer Questions:** Two based on out of three extracts from different poems to test theme, setting and literary devices.
- **Short Answer Questions:** Based on different prose / drama / poetry / pieces from the Literature Reader; to test local and global comprehension of ideas and languages used in the text.
- **Long Answer Question:** Extended questions based on one of the prose texts or play in the Literature Reader to test global comprehension and for extrapolation beyond the text.
- **Long Answer Questions:** To test understanding, appreciation, analysis, inference in a plot and writing a character sketch.

Note: Values based questions for 4 marks may be asked in Sections- B or C

PRESCRIBED BOOKS:

1. *Language Skills book* - Class XII English Elective CBSE published by Central Board of Secondary Education, Delhi.
2. *Literature Reader* - Class XII English Elective CBSE published by Central Board of Secondary Education, Delhi.
3. **Extended Reading Texts: (Either one)**

	Author
i) <i>The Invisible Man</i> (unabridged)	H.G. Wells
ii) <i>Silas Marner</i> (unabridged)	George Eliot

QUESTION PAPER DESIGN 2016-17
CLASS XII

English Elective CBSE XII (Code No. 101)		Time-3 hours						Marks = 100	
Typology	Testing Competencies/ learning outcomes	MCQ 1 mark	Very Short Answer 1 marks	Short Answer 50-60 words 4 marks	Long Answer-1 80 - 100 words 5 marks	Long Answer-2 120-150 words 6 marks	Very Long Answer 150 - 200 words (HOTS) 10 marks	Total marks	Over all %
Reading Skills	Conceptual understanding, decoding, analysing, inferring, interpreting, appreciating, literary conventions and vocabulary, summarising and using appropriate format/s	5	5	1	—	1	—	20	20
Writing Skills and Grammar	Reasoning, appropriacy of style and tone, using appropriate format with language fluency Applying conventions appropriately using structures integratively with accuracy and fluency	—	10	1	—	1	2	40	40
Literary Text and Extended Reading Texts	Recalling, reasoning, appreciating literary conventions and fluency	—	10	1	2	1	1	40	40
	TOTAL	5x1=5	25x1=25	3x4=12	2x5=10	3x6=18	3x10=30	100	100

3. ENGLISH (CORE) (Code No. 301) 2016-2017

Background

Students are expected to have acquired a reasonable degree of language proficiency in English by the time they come to class XI, and the course will aim, essentially, at promoting the higher-order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. But for another large group, the higher secondary stage may be a preparation for entry into the world of work. The Core Course should cater to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

Objectives

The general objectives at this stage are:

- to listen and comprehend live as well as record in writing oral presentations on a variety of topics
- to develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose
- to participate in group discussions, interviews by making short oral presentation on given topics
- to perceive the overall meaning and organisation of the text (i.e., the relationships of the different "chunks" in the text to each other
- to identify the central/main point and supporting details, etc., to build communicative competence in various registers of English
- to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- to translate texts from mother tongue(s) into English and vice versa
- to develop ability and knowledge required in order to engage in independent reflection and enquiry

At the end of this stage learners will be able to do the following:

- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts)
- understand and respond to lectures, speeches, etc.
- write expository / argumentative essays, explaining or developing a topic, arguing a case, etc.
- write formal/informal letters and applications for different purposes
- write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.
- filling up of forms, preparing a CV, e-mail messages., making notes from reference materials, recorded talks etc.

The core course should draw upon the language items suggested for class IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:

The use of passive forms in scientific and innovative writings.

Converting one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries-uses based on semantic considerations.

Specific Objectives of Reading

Students are expected to develop the following study skills:

- refer to dictionaries, encyclopaedia, thesaurus and academic reference material
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's attitude and bias
- comprehend the difference between what is said and what is implied
- understand the language of propaganda and persuasion
- differentiate between claims and realities, facts and opinions
- form business opinions on the basis of latest trends available
- comprehend technical language as required in computer related fields
- arrive at personal conclusion and comment on a given text specifically
- develop the ability to be original and creative in interpreting opinion
- develop the ability to be logically persuasive in defending one's opinion
- making notes based on a text

Develop literary skills as enumerated below:

- personally respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones
- explore and evaluate features of character, plot, setting, etc.
- understand and appreciate the oral, mobile and visual elements of drama
- identify the elements of style such as humour, pathos, satire, irony, etc.
- make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

Speaking and Listening

Speaking needs a very strong emphasis and is an important objective leading to professional competence. Hence testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills.

Assessment of Speaking and Listening Skills (ASL)

The CBSE had introduced the formal assessment of speaking and listening skills in class XI with effect from the session 2012-13. As a part of the School Based Assessment, it is believed that assessment should be used to control and regulate the quality and also to maintain the desired standards of performance in specific areas of learning. As good communication skills raise the self esteem and give student confidence to face the challenges of life, it is desired that the student acquires proficiency in it by the time he or she completes secondary education. In the present time, speaking and listening are considered to be the essential global skills of learning a language which are extensively used in one's life. Hence, the formal assessment of

speaking and listening skills has been added in the overall assessment scheme with a view to bring in a 'washback' effect in the teaching process. While the focus of listening skills is to assess a student's competency in listening for understanding the main points for identifying general and specific information for a purpose, distinguishing the main points from the supporting details, interpreting messages, understanding and following instructions, advice, requests, etc., the linguistic and non-linguistic features of a language, etc., and appropriate activities may be used for assessing the above mentioned objectives.

Speaking Assessment

The assessment of speaking skills is based on four aspects of a language which include language functions, grammar, lexis or range of vocabulary and phonology. Students will be assessed on a scale of 5-1 where in 1 is the lowest and 5 is the highest. If a student performs very well but doesn't completely fall in the highest category he or she can be marked in between 3 and 5. This will give a student wider range where the performance can be pitched.

The descriptors for all the five bands are given below covering all the four areas:

PERFORMANCE DESCRIPTORS

Interactive Competence	5	4	3	2	1
Task Management	Contributions are highly effective functions of the level with spontaneity.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or contributions may not be related to the task.
Initiation and Turn-taking	Is prompt to initiate discussions on the themes/ functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turn appropriately.	Is easily able to initiate discussions on the themes/ functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turn appropriately.	Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction going; takes turn.	Struggles to initiate discussions on the themes/ functions at the given level. Makes little effort to keep the interaction going;	Does not initiate discussions. Makes no effort to keep the interaction going.
Appropriacy and Relevance	Speaks with a clear sense of purpose and audience in both formal and informal situations.	Speaks with a fair sense of purpose and audience in both formal and informal situations.	Speaks with an awareness of purpose and audience may not adapt register effectively.	Has unclear sense of purpose and may be unable to adapt register. Contributions	Has hardly any sense of purpose and cannot adapt to register.

	Contributions are always appropriate to the context/ situation.	May be less confident in formal situations.	Contributions are appropriate to the context/ situation.	may not be connected to the context/ situation.	
Fluency	5	4	3	2	1
Cohesion and Coherence Speed of Delivery	Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Uses a range of cohesive devices. Speaks fluently with minimal hesitation. Has intelligible speed of	Presents information in a logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some cohesive devices. Speaks fluently with some hesitation. Has intelligible speed of delivery.	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of cohesive devices but some over/under use. Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery	Presents information but without clear progression. Uses limited cohesive devices repetitively. Severe hesitation may impede communication Speed of delivery impedes understanding	Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.
Pronunciation	5	4	3	2	1
Pronunciation, Stress and intonation	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content and meaning.	Presents information in a logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some cohesive devices. Speaks fluently with some hesitation. Has intelligible speed of delivery.	Is intelligible though there are examples of some Mispronunciation Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time Flat intonation and/or inappropriate stress for the task, content or meaning	Is not intelligible.

Specific Objectives of Listening

Students are expected to develop the ability:

- to listen to lectures and talks and to be able to extract relevant and useful information for a specific purpose.
- to listen to news bulletins and to develop the ability to discuss informally on a wide ranging issues like current national and international affairs, sports, business, etc.
- to respond in interviews and to participate in formal group discussions.
- to make enquiries meaningfully and adequately and to respond to enquiries for the purpose of travelling within the country and abroad.
- to listen to business news and to be able to extract relevant important information.
- to develop the art of formal public speaking.

Specific Objectives of Writing

- to write letters to friends, pen friends, relatives, etc.
- to write business and official letters.
- to send faxes, e-mails[formal].
- to open accounts in post offices and banks.
- to fill in railway/airline reservation forms.
- to write on various issues to institutions seeking relevant information, lodge complaints, express thanks or tender apology.
- to write applications, fill in application forms, prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.
- to write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- to write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.
- to express opinions, facts, arguments in the form a speech or debates.
- to draft papers to be presented in symposia.
- to take down notes from talks and lectures.
- to write examination answers according to the requirement of various subjects.
- to summarise a text.

About Reading

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purposes to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can learn, unlearn and relearn and, if our children are in the habit of reading, they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them.

Consequently, they become independent thinkers capable of taking their own decisions in life rationally. Hence, a few activities are suggested below which teachers may use as a part of the reading project.

- Short review
- Dramatization of the story
- Commentary on the characters
- Critical evaluation of the plot, storyline and characters
- Comparing and contrasting the characters within the story and with other characters in stories by the same author or by the other authors
- Extrapolating about the story read or life of characters after the story ends defending characters actions in the story
- Making an audio story out of the novel/text to be read aloud.
- Interacting with the author
- Holding a literature fest where students role-play as various characters to interact with each other
- Role playing as authors/poets/dramatists, to defend their works and characters
- Symposiums and seminars for introducing a book, an author, or a theme
- Creating graphic novels out of novel or short stories they read
- Dramatizing incidents from a novel or a story
- Creating their own stories
- Books of one genre to be read by the whole class.

Teachers may select books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child.

Teachers may later suggest books from other languages but dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a student's progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the book, giving a short quiz or a work sheet about the book/short story. The mode of assessment may be decided by the teachers as they see fit.

These may be used for internal assessments/Formative Assessments only. It may be noted that this reading project is apart from the extended reading texts which have been prescribed for the Term-end Assessments.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations. The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role-play, dramatization, group discussion, writing, etc., although many such activities could be carried out without the preliminary use of textual material. It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionary, thesaurus, etc.) where necessary. Some pre-reading activity will generally be required, and the course books should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities. It is important to remember that every text can generate different readings. Students should be encouraged to interpret texts in different ways.

Group and pair activities can be resorted to when desired, but many useful language activities can be carried out individually. In general, teachers should encourage students to interact actively with texts and with each other. Oral activity (group discussion, etc.) should be encouraged.

ENGLISH CORE (CODE NO. 301)

CLASS - XI

2016-2017

SECTION - A

READING COMPREHENSION

45 Periods

- **Very short answer +/- Short answer and MCQ type questions:**

Two unseen passages (including poems) with a variety of questions including 04 marks for vocabulary such as word formation and inferring meaning. The total range of the 2 passages including a poem or a stanza, should be around 900-1000 words.

1. 550-600 words in length (for note-making and summarising)
2. 350-400 words in length (to test comprehension, interpretation and inference)

An unseen poem of about 28-35 lines.

The passages could be of any one of the following types:

- **Factual passages**, e.g., illustrations, description, reports
- **Discursive passages** involving opinion, e.g., argumentative, persuasive
- **Literary passages** e.g. extracts from fiction, biography, autobiography, travelogue, etc. In the case of a poem, the text may be shorter than the prescribed word limit.

SECTION B

WRITING SKILLS AND GRAMMAR

Writing

60 Periods

Short Answer Questions: Based on notice/ poster/ advertisement

- **Long Answer Questions:** Letters based on verbal/visual input. It would cover all types of letters.
- **Letter types may include:**
 - (a) business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies)
 - (b) letters to the editor (giving suggestions/opinions on an issue)
 - (c) application for a job with a bio-data or resumé
 - (d) letter to the school or college authorities, regarding admissions, school issues, requirements /suitability of courses, etc.
- **Very Long Answer Question:** Composition in the form of article, speech, report writing or a narrative

GRAMMAR

Different grammatical structures in meaningful contexts will be tested. Item types will include gap filling, sentence re-ordering, dialogue completion and sentence transformation. The grammar syllabus will include determiners, tenses, clauses, modals and Change of Voice. These grammar areas will be tested using the following **short answer type and MCQ type questions**.

- Error Correction, editing tasks,
- Re - ordering of sentences,
- Transformation of sentences

SECTION C

LITERATURE AND EXTENDED READING TEXTS

70 Periods

Questions to test comprehension at different levels: literal, inferential and evaluative

1. **Hornbill:** Textbook published by NCERT, New Delhi
2. **Snapshots:** Supplementary Reader published by NCERT, New Delhi

The following have been deleted:

Textbooks

Name of the lessons deleted

Hornbill

1. Landscape of the Soul
2. The Adventure
3. Silk Road
4. The Laburnum Top (Poetry)

Snapshots

5. The Ghat of the only World

- **Very Short Answer Questions** - Based on an extract from poetry to test reference to context comprehension and appreciation.
- **Short Answer Questions** - Based on prose, poetry and plays from both the texts.
- **Long Answer Question** - Based on prescribed texts to test global comprehension and extrapolation beyond the texts to bring out the key messages and values.
- **Long Answer Questions** - Based on theme, plot, incidents or events from the prescribed novels.
- **Long Answer Question** - Based on understanding appreciation, analysis and interpretation of the characters.

Note: Values-based questions may be given as long answers in the writing or literature sections.

Extended Reading Texts (either one)

With a view to inculcate the habit of reading among the students, CBSE has introduced compulsory reading of a Long Reading Text - Novel in the English Core Course which will be evaluated in the Term-end Assessments. Schools can opt for either one of the texts.

Author

- i) **The Canterville Ghost** Oscar Wilde (unabridged 1906 Edition)
- ii) **Up from Slavery** Booker T. Washington (unabridged 2000 Edition)

Assessment of Speaking and Listening Skills (ASL)

45 Periods

It is recommended that speaking and listening skills should be regularly taught in the class.

QUESTION PAPER DESIGN 2016-17

CLASS XI

ENGLISH CORE XI (Code No. 301) Time-3 hours Marks -80+20=100

Typology	Typology of questions/ learning outcomes	MCQ 1 mark	Very Short Answer Question 1 mark	Short Answer Question 3 marks	Short Answer Question 4 marks	Long Answer-1 80 - 100 words 5 marks	Long Answer-2 120-150 words 6 marks	Very Long Answer 150 - 200 words (HOTS) 10 marks	Total marks	Over all %
Reading Skills	Conceptual understanding, decoding, analysing, inferring, interpreting, appreciating ,literary conventions and vocabulary, summarising and using appropriate format/s	6	6	1	–	1	–	–	20	20
Writing Skills and Grammar	Reasoning, appropriacy of style and tone, using appropriate format and fluency inference, analysis, evaluation and creativity, appreciation applying of languages conventions, comprehension using structures integratively, accuracy and fluency	–	10	–	1	–	1	1	30	30
Literary Text books and extended reading text	Recalling, reasoning, appreciating a literary conventions, inference, analysis, evaluation, creativity with fluency	–	3	3	–	–	3	–	30	30
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency	–	–	–	–	4	–	–	20	20
	TOTAL	6x1=6	19x1=19	4x3=12	1x4=4	5x5=5	4x6=24	1x10=10	100	100

ENGLISH CORE (CODE NO. 301)

CLASS - XII

2016-2017

SECTION A

READING COMPREHENSION

30 Marks

Reading Unseen Passages and Note making

Two unseen passages with a variety of **very short answer / short answer or MCQ type questions** to test comprehension, interpretation and inference. Vocabulary such as word formation and inference of meaning will also be tested.

The total length of the two passages will be between 1100 - 1200 words. The passage will include two of the following:

- a) Factual passages, e.g., instructions, descriptions, reports.
- b) Descriptive passages involving opinion, e.g., argumentative, persuasive or interpretative text.
- c) Literary passages, e.g., extract from fiction, drama, poetry, essay or biography. A poem could be of 28-35 lines.
 - The passages can be literary, factual or discursive to test comprehensions. The length of one passage should be between 600-700 words.
 - A third passage of 400-500 words for note-making and abstraction.

SECTION B

WRITING SKILLS

30 Marks

- **Short Answer Questions**, e.g., advertisement and notices, designing or drafting posters, writing formal and informal invitations and replies.
- **Long Answer Questions**: Letters based on verbal / visual input.

Letter types include

- Business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies)
- Letters to the editor (giving suggestions or opinion on issues of public interest)
- Application for a job

Very Long Answer Questions: Two compositions based on visual and/or verbal Input may be descriptive or argumentative in nature such as an article, a debate, a speech or a report

SECTION C

LITERATURE TEXTBOOKS AND EXTENDED READING TEXT

40 Marks

Flamingo and Vistas

- **Very Short Answer Questions** - Based on an extract from poetry to test comprehension and appreciation.
- **Short Answer Questions** - Based on prose / drama / poetry from both the texts.

- **Long Answer Question** - Based on texts to test global comprehension and extrapolation beyond the texts to bring out the key messages and values.
- **Long Answer Question** - Based on texts to test global comprehension along with analysis and extrapolation.
- **Long Answer Question** - Based on theme, plot and incidents from the prescribed novels.
- **Long Answer Question** - Based on understanding appreciation, analysis and interpretation of the character sketch.

Prescribed Books

1. **Flamingo: English Reader** published by National Council of Education Research and Training, New Delhi
2. **Vistas: Supplementary Reader** published by National Council of Education Research and Training, New Delhi

Note: Long answer questions based on values can be given in the writing section or in the literature section.

Textbooks

Name of the lessons deleted

Flamingo

1. Poets and Pancakes
2. The Interview
3. A Road Side Stand (Poetry)

Vistas

4. The Third Level
5. Journey to the End of the Earth

3. **Extended Reading Texts: (Either one)**

Author

i) **The Invisible Man** (unabridged)

H.G. Wells

ii) **Silas Marner** (unabridged)

George Eliot

QUESTION PAPER DESIGN 2016-17
CLASS XII

English CORE XII (Code No. 301)		Time-3 hours							Marks -100	
Typology	Typology of questions/ learning outcomes	MCQ 1 mark	Very Short Answer Question 1 mark	Short Answer Question 3 marks	Short Answer Question 4 marks	Long Answer- 1 80 - 100 words 5 marks	Long Answer- 2 120- 150 words 6 marks	Very Long Answer 150 - 200 words (HOTS) 10 marks	Total marks	Over all %
Reading Skills	Conceptual, understanding, decoding, Analysing, inferring, interpreting, appreciating ,literary conventions and vocabulary, summarising and using appropriate format/s	6	16	1	–	1	–	–	30	30
Writing Skills	Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	–	–	–	1	–	1	2	30	30
Literary Text books and Extended reading text/novel	Recalling, reasoning, appreciating literary conventions, inference, analysis, evaluation, creativity with fluency	–	4	4	–	–	4	–	40	40
TOTAL		6x1=6	20x1=20	5x3=15	1x4=4	1x5=5	5x6=30	2x10=20	100	100