

DESIGN OF QUESTION PAPER

Subject : **English**

Class : **XI**

Full Mark: 100 (80 marks Written Examination+20 marks Internal assessment)

Time: 3 Hours (80 MARKS WRITTEN EXAMINATION)

WEIGHTAGE TO OBJECTIVES					
I	Objectives			Marks	Percentage
	Knowledge (K)			16	20%
	Understanding/Comprehension (U/C)			40	50%
	Application (A)/ Expression			24	30%
	Total:			80	100%
WEIGHTAGE TO FORMS OF QUESTIONS:					
II	Form of Questions	No. of Question	Time (in minute)	Marks	Percentage
	Essay/Long Answer (E/LA)	06	65	30	38
	Short Answer (SA-I)	02	35	08	10
	Short Answer (SA-II)	04	30	12	15
	Short Answer (SA-III)	06	20	12	15
	Very Short Answer (VSA)	08	14	08	10
	MCQ	10	16	10	12
	Total:		36	180	80
WEIGHTAGE TO CONTENT:					
III	UNIT	CONTENTS		Marks	Percentage
	A (READING)	Unseen Passage (Comprehensive) 6(3) + 2(2) VSA + 2(2) MCQ		10(7)	18(9)
		Note Making + Summarizing 5(1) + 3(1)		8(2)	
	B (WRITING)	Notice/ Classified Advertisement/ Message		3(1)	26(9)
		Amplification		4(1)	
		Report (Newspaper/ Magazine)		5(1)	
		Letter (Complaint/ Business)		5(1)	
		Speech/ Debate		5(1)	
	C (TEXT)	Grammar- 2(2) VSA + 2(2) MCQ		4(4)	36(18)
		Prose 5(1) + 4(1) + 3(1) + 2(1) + 2(2) MCQ		16 (6)	
		Poetry 4(2) + Extract 4(4) VSA + 2(2) MCQ		10(8)	
		Supplementary 5(1) + 3(1) + 2(2) MCQ		10(4)	
	Total :			80 (36)	80
IV	SCHEME OF SECTIONS : A, B, & C				
V	SCHEME OF OPTIONS : LA/E, SA-I, SA-II, SA-III				
VI	DIFFICULTY LEVEL :				
	Difficult : 30% of total mark				
	Average : 50% of total mark				
	Easy : 20% of total mark				
VII	20 Marks for Internal Assessment	Periodic tests: (10 marks)	Project Work: (5marks) - Introduction: 1 marks - Profile/Content: 3marks - Conclusion: 1 mark	Viva-Voce: (5 marks)	

Special Instruction: 1) Two questions of MCQ will be assertion-reason type question from prescribed texts based on comparative study of the lessons.

Abbreviation : K(Knowledge),U(Understanding),C(Comprehension), Exp.(Expression), Skill(S), E(Essay Type), SA (Short Answer Type), VSA (Very Short Answer Type), MCQ(Multiple Choice Question)

DESIGN OF QUESTION PAPER

Subject : **English**

Class : XII

Full Mark: 100 (80 marks Written Examination+20 marks Internal assessment)

Time: 3 Hours (80 MARKS WRITTEN EXAMINATION)

WEIGHTAGE TO OBJECTIVES						
	Objectives	Marks	Percentage			
I	Knowledge (K)	16	20%			
	Understanding/Comprehension (U/C)	40	50%			
	Application (A)/ Expression	24	30%			
	Total:	80	100%			
WEIGHTAGE TO FORMS OF QUESTIONS:						
	Form of Questions	No. of Question	Time (in minute)	Marks	Percentage	
II	Essay/Long Answer (E/LA)	05	65	25	32	
	Short Answer (SA-I)	02	35	08	10	
	Short Answer (SA-II)	03	25	09	11	
	Short Answer (SA-III)	08	20	16	20	
	Very Short Answer (VSA)	10	18	10	12	
	MCQ	12	17	12	15	
	Total:	40	180	80	100	
WEIGHTAGE TO CONTENT:						
	UNIT	CONTENTS		Marks	Percentage	
III	A (READING)	Unseen Passage (Comprehensive) 8(4) + 2(2) VSA + 2(2) MCQ		12(8)	18(13)	
		Unseen Passage (case based factual) 2(1) + 2(2) VSA + 2(2) MCQ		6(5)		
	B (WRITING)	Invitation (Formal/Informal) / Reply to Invitation (Acceptance/Refusal) / Email Writing		3(1)	26(9)	
		Poster/ Diary Entry		4(1)		
		Letter Writing (Official/Editor/ Job Application)		5(1)		
		Report (Newspaper/ Magazine)/ Factual Description		5(1)		
		Essay/ Article		5(1)		
		Grammar- 2(2) VSA + 2(2) MCQ		4(4)		
	C (TEXT)	Prose 5(1) + 4(1) + 3(1) + 2(1) + 2(2) MCQ		16 (6)	36(18)	
		Poetry 4(2) + Extract 4(4) VSA + 2(2) MCQ		10(8)		
		Supplementary 5(1) + 3(1) + 2(2) MCQ		10(4)		
	Total :				80 (40)	80
	IV	SCHEME OF SECTIONS : A, B, & C				
V	SCHEME OF OPTIONS : LA/E, SA-I, SA-II, SA-III					
VI	DIFFICULTY LEVEL :					
	Difficult : 30% of total mark					
	Average : 50% of total mark					
	Easy : 20% of total mark					
VII	20 Marks for Internal Assessment	Periodic tests (10 marks)	Project Work (5marks) : - Introduction: 1 mark - Profile/Content: 3 marks - Conclusion: 1 mark	Viva-Voce (5 marks)		

Special Instruction: 1) Two questions of MCQ will be assertion-reason type question from prescribed texts based on a comparative study of the lessons.

Abbreviation : K(Knowledge),U(Understanding),C(Comprehension), Exp.(Expression), Skill(S), E(Essay Type), SA (Short Answer Type), VSA (Very Short Answer Type), MCQ(Multiple Choice Question)

GUIDELINES FOR INTERNAL ASSESSMENT

Classes XI-XII

Total Marks: 20

For Class XI-XII (English) Internal Assessment, activities should be align with the objective of the NEP 2020,emphasizing communication skills, critical thinking, creativity ,collaboration, and real-life language use. Suggested activities, therefore, take into consideration an integration of the four language skills i.e Listening, Speaking, Reading, Writing, and Project work with Viva. However, emphasis will be given to listening and speaking, since reading and writing are already being assessed in the written examination.

Assessment of Listening and Speaking Skills

1.Listening Activities:

- * Listening to a speech and summarizing
- * Note-taking from audio lecture
- * Listening to poetry recitation, song and interpretation

2. Speaking Activities:

- * Group Discussion on current issues
- * Debate (formal/informal)
- * Extempore Speech
- * Seminar Presentation
- * News Reading and Analysis
- * Story Telling

-For the above activities subject teachers may refer to books prescribed in the syllabus.

- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

Parameters for Assessment: The listening and speaking skills are to be assessed on the following parameters:

- a. Interactive competence (Initiation & turn taking, relevance to the topic)
- b. Fluency (cohesion, coherence and speed of delivery)
- c. Pronunciation
- d. Language (grammar and vocabulary)

SUGGESTIVE RUBRICS FOR LISTENING AND SPEAKING ASSESSMENT

	1	2	3	4	5
Interaction	Contributions are mainly unrelated to those of other speakers. Shows hardly any initiative in the development of conversation. Very limited interaction.	Contributions are often Unrelated to those of the other speaker. Generally passive in the development of conversation.	Develops interaction adequately, makes however minimal effort to initiate conversation. Needs constant prompting to take turns.	Interaction is adequately initiated and developed. Takes turn but needs some prompting.	Initiates & logically develops simple conversation on familiar topics. Takes turns appropriately.
Fluency and coherence	Noticeably/ long pauses; rate of speech slow. Frequent repetition and/or self-correction this is all right informal in conversation. Links Only basic sentences; breakdown of coherence evident.	Usually fluent; produces Simple speech fluently, but loses coherence in complex communication. Often hesitates and/or resorts to slow speech. Topics partly developed; not always concluded logically.	Is willing to speak at length, however repetition is noticeable. Hesitates and/or corrects; self occasionally loses coherence. Topics developed, but usually not logically concluded.	Speaks without noticeable effort, with a little repetition. Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction. Topics not fully developed to merit.	Speaks fluently almost with no repetition & minimal hesitation Develops topic fully & coherently
Pronunciation	Frequent inaccurate pronunciation. Communication is severely affected.	Frequently unintelligible articulation. Frequent phonological errors. Major Communication problems.	Largely correct pronunciation & clear articulation except occasional errors.	Mostly correct pronunciation & clear articulation. Is clearly understood most of the time; very few phonological errors.	Pronounces correctly & articulates clearly. Is always comprehensible appropriate intonation.

Vocabulary and Grammar	Demonstrate grammars almost no flexibility, and mostly struggles for appropriate words. Many grammatical errors impacting communication.	Is able to communicate on some of the topics, with limited vocabulary. Frequent errors, but self- corrects.	Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors.	Is able to communicate on most of the topics with appropriate vocabulary. Minor errors that do not hamper communication.	Is able to communicate on most of the topics using a wide range of appropriate vocabulary, words new words and expression. No grammatical errors.
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Assessment of Reading and Writing

3. Reading Activities

- * Reading unseen passages.
- * critical review of newspaper editorials.
- * Comparative study of two texts .
- * Literary appreciation of poems and prose prescribed in syllabus.
- * Reading journal.
- * Character analysis from prescribed texts.

4. Writing Activities

- * Article Writing.
- * Report Writing.
- * Letter Writing.
- * Speech/Debate/Essay Writing.
- * Creative/Script Writing.
- * Notice/Diary Writing etc.

Parameters for Assessment: The Reading and writing skills are to be assessed on the following parameters:

- * Reading Fluency (pronunciation, pace, expression)
- * Reading Comprehension and understanding.
- * Identification of main ideas, details, and inference.
- * Content relevance and Creativity in writing.
- * Organisation and Coherence of Ideas.
- * Language Accuracy.

SUGGESTIVE RUBRICS FOR READING AND WRITING ASSESSMENT

Descriptor

Level

1	2	3	4	5
Unable to demonstrates the expected reading and writing competencies.	Limited reading fluency and comprehension; difficulty indentifying key ideas; writing lacks coherence and contains frequent errors.	Demonstrates basic reading comprehension; identifies some key ideas; writing conveys meaning but contains noticeable organisational and language errors.	Demonstrates good reading skills and understanding; identifies most key ideas; writing is coherent with minor language errors.	Demonstrates excellent reading fluency and comprehension; accurately identifies key ideas and inferences; writing is well organised, creative, and accurate.

Project Work + Viva: 10 Marks

Note:- Components of the Project Work and Viva:

Project Work:

- **i) Introduction-1 Mark ii) Profile/Content/Component-3 Marks iii) Conclusion-1 Mark = 5 Marks**
- **Viva - 5 Marks.**

5) The following points must be kept for consideration while assessing the project work/Project-Portfolio

- * Preparation/submission of Project Report (800-1000 words).
- * Process and Methodology.
- * Quality of the content of the Project.
- * Accuracy of information.
- * Clarity of thoughts and ideas.
- * Creativity and Originality.
- * Knowledge and experience gained.
- * Presentation.

Suggestions for Project Work:

- * The Project can be inter-disciplinary in theme. The ideas/issues highlighted in the chapters/ poems/ drama given the prescribed books can also be developed in the form of a project. Students can also take up any relevant and age-appropriate theme.
- * Students listen to podcasts/ interviews/radio or TV documentary on a topic and prepare a report countering or agreeing with the speakers.
- * Report on a visit to public places- Historical Sites, Zoological Parks, Museum, Market Places etc.

6) Steps of Assessment by Viva Voce :

- * Introduction: Ask the student to briefly introduce the project/topic. Assess clarity, confidence, and communication skills.
- * Understanding of the project/topic: Ask 3-4 questions related to the project's objectives, theme, or content. Assess the student's comprehension and depth of knowledge.
- * Analysis and Interpretation: Ask the student to explain key findings, observations, or conclusions. Assess critical thinking and analytical ability.
- * Personal Learning and Reflection: Ask what the student learned from the project and how it was useful. Assess reflection, insight, and application of learning.
- * Research and Methodology: Ask the student how information was collected and organised. Assess originality, effort, and research skills.

Instructions for the Teachers: -

1. Properly orient students about the Project work.
2. Facilitate the students in the selection of theme and topic.
3. Create a rubric for assessment and share with the students before they start so that they know the parameters of assessment.

Parameters for Overall Assessment: -**1. Pronunciation:**

- * When evaluating the pronunciation of the students, teachers must listen for clearly articulated words, pronunciation of unusual spellings and intonation.
- * Assess the students for the pronunciation skills and determine at which level the student needs improvement.

2. Vocabulary:

After noting their pronunciation levels, evaluate the students on the use of extensive and appropriate vocabulary during the viva. Check if students are using vocabulary appropriate to the context about which they are speaking.

3. Accuracy:

Grammar has always been an important component of language skills. As students speak/answer the questions during the viva, listen to their grammatical structures. Are they competent enough to use multiple tenses? Is their word order correct in a given sentence? An effective speaker will automatically use the correct grammatical structures of his language.

4. Communication:

Assessing the communication skills of the students means looking at more than language. Look at how creatively students use the language to make their points understood. Students with a low level of vocabulary and grammar may still have good communication skills if they are able to make the teacher understand their point of view.

5. Interaction:

- * During the viva teachers need to ask the students some questions. Questions need to be based on the projects that have been suggested or chosen by the students.
- * It is imperative for a teacher to read the essays/project reports before they can be ready to ask questions.
- * Teachers need to observe how students answer the questions that are posed to them: Are they able to understand and answer questions independently or can they answer only when the questions are translated into simpler words or repeated? Are they able to give appropriate responses in a conversation?
- * These elements of interaction are necessary for clear and effective communication. A student with effective interaction skills will be able to answer questions with relative ease and follow the flow of conversation.

6. Fluency:

- * Fluency may be the easiest quality to judge in the students' speech: How comfortable are they as they speak and express themselves? How easily do the words come out? Are there inappropriate pauses and gaps in the way a student speaks?
- * Fluency is a judgement of this communication and is an important criterion when evaluating speaking skills. These criteria: pronunciation, vocabulary, accuracy, interaction and fluency are all the hallmarks of a student's overall speaking abilities.

* Teachers must also remember that some students may excel in one area and struggle in another. Helping the students understand these issues will enable them to become effective speakers in future. Let your students know that you will be assessing them in these various areas when you evaluate their progress and encourage them to work and improve in these areas.

* Finally, teachers must remember that a proper evaluation of the students will take into consideration more than just one oral interview on the final ASL project. Teachers must take note of a student's progress throughout the academic year

- N.B-**
- 1. Three(3) Periodic Test shall be conducted during an academic session.**
 - 2. Contents of the Periodic Test should be Listening, Speaking, Reading, Writing, and Project work with Viva .**
 - 3. The best two of three Periodic Test scores will be considered and scaled down to 10 marks for the final periodic assessment i.e 10 marks shall be allotted to the periodic test, while the remaining 10 marks shall be allotted for Project Work with Viva.**
 - 4. For the current academic session (2026-27) only two periodic test shall be conducted and the final marks for the periodic test component shall be determined on the basis of the average marks obtained in these two periodic test.**
 - 5. All materials/records for the conduct of Internal Assessment should be retained by the school until the end of the academic session.**
 - 6. For Internal Assessment, students shall be provided with audio-visual aids to assess their listening and speaking skills. Internal/External Examiners shall be appointed to conduct and evaluate the Internal Assessment.**
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