

2023-24
ENGLISH(103)
Class XII
Time : 3 Hours

Theory One Paper

Marks : 80

Unitwise Weightage

	Unit/Areas of Learning	Marks
A.	Section A Reading Skills Reading unseen prose passages and note making	20
B.	Section B Advanced Writing Skills	24
C.	Section C (Prescribed Books) (i) Flamingo (ii) Supplementary Reader – Vistas	24 12
	Total	80
	Internal Assessment	20

SECTION-A

Reading unseen Passages and Note-making

20 Marks

Two unseen passages with a variety of questions including 03 marks for vocabulary such as word formation and inferring meaning and 05 marks for note-making.

The total length of the two passages will be between 950-1200 words. The passages will include two of the following:

- (a) **Factual Passages** e.g. instructions, descriptions, reports.
- (b) **Discursive passage** involving opinion e.g. argumentative, persuasive or interpretative text.
- (c) **Literary passage** e.g. extract from fiction, drama, poetry, essay or biography

Unseen passages	No. of words	Testing Areas	Marks Allotted
1.	600-700	Short answer type questions to test local, global and inferential comprehension, Vocabulary	09 } 12
2.	350-500	Note-making in an appropriate format	03 } 08
Abstraction			05 } 08
			03 }

A passage of about 600-700 words carrying 12 marks and another passage of about 350-500 words carrying 08 marks

- 1. A passage to test reading comprehension. The passage can be literary, factual or discursive. The length of the passage should be between 600-700 words. 12
- 2. A shorter passage of 350-500 words for note-making and abstraction. 08

SECTION B

Advanced Writing Skills		24 Marks
3.	One out of two short compositions of not more than 50 words each e.g. advertisement and notices, designing or drafting posters, writing formal and informal invitations and replies.	04
4.	A report or a factual description based on verbal input provided (one out of two) (100-125 words)	06
5.	Writing one out of two letters based on verbal input. Letter types 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 on an issue) (c) application for a job	08
6.	One out of two compositions based on visual and/or verbal input (150-200 words). Output may be descriptive or argumentative in nature such as an article, or a speech.	06

SECTION C

Text Books 36 Marks

Prescribed Books:

<i>Flamingo</i>	24
7. One out of two extracts based on poetry from the text to test comprehension and Appreciation	03
8. Three out of four short questions from the poetry section to test local and global comprehension of text.	06
9. Four short answer questions based on the lessons from prescribed text. (2x4)	08
10. One out of two long answer type questions based on the text to test global and extrapolation beyond the set text. (Expected word limit about 125-150 words each)	07

<i>Vistas</i>	12
11. One out of two long answer type question based on Supplementary Reader to test comprehension and extrapolation of theme, character and incidents (Expected word limit about 125-150 words)	04
12. Four short answer questions from the Supplementary Reader (2x4)	08

S. N.	Topic	Marks
1.	Listening Skills	4
2.	Speaking Skills	4
3.	Project Work	
	a) Project Report/Script/Essay etc.	4
	b) Viva based on Project	3
4.	Continuous Assessment (Unit Test)	5
	Total	20

Classes XI-XII

Assessment of Listening and Speaking Skills:

i. Activities:

- Subject teachers must 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.

ii. 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)

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. Such topics may be taken up that provide students with opportunities for listening and speaking. Some suggestions are as follows:

a) Interview-Based research:

Example:

Students can choose a topic on which to do their research/ interview, e.g. a student can choose the topic : “ Evolving food tastes in my neighbourhood” or “Corona pandemic and the fallout on families.” Read the available literature.

The student then conducts interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/background.

The student will then write an essay/ write up / report etc. up to 1000 words on his/her research and submit it. He

/ She will then take a viva on the research project. The project can be done in individually or in pairs/ groups

b) Students listen to podcasts/ interviews/radio or TV documentary on a topic and prepare a report countering or agreeing with the speakers. Write an 800 - 1000 words report and submit. Take a viva on the report.

c) Students create their own video/ Audio, after writing a script. Before they decide a format, the following elements can be taken into consideration:

- Theme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?
- What are the elements that need to be part of the script?
- Will the video/audio have an interview with one or more guests?
- Would they prefer to improvise while chatting with guests, or work from a script?
- What would be the duration?
- How would they present the script/report to the teacher, e.g. Can it be in the form of a narrative?

d) **Students write, direct and present a theatrical production, /One act play**

This will be a project which will be done as a team. It will involve planning, preparation and presentation. In short, various language skills will be utilised. There will be researching, discussion, writing the script, auditioning and ultimately producing the play. The project will end with a presentation and subsequently a viva. Teachers will be able to assess the core language skills of the students and help them grow as 21st century critical thinkers.

Project-Portfolio/Project Report

The **Project-Portfolio/Project Report** is a compilation of the work that the students produce during the process of working on their ALS Project.

The Project-Portfolio may include the following:

- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Students Action Plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires for interview, written assignments, essays, survey-reports and other material evidence of learning progress and academic accomplishment.
- The 800-1000 words essay/Script/Report.
- Student/group reflections.
- If possible, Photographs that capture the positive learning experiences of the student(s).
- List of resources

The following points must be kept for consideration while assessing the project portfolios:

- Quality of content of the project
- Accuracy of information
- Adherence to the specified timeline
- Content in respect of (spellings, grammar ,punctuation)
- Clarity of thoughts and ideas
- Creativity
- Contributions by group members
- Knowledge and experience gained