



# Learning Framework - English

*CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)*



# Foreword

The National Education Policy (NEP) 2020 released by the Government of India, has given a clear mandate for competency-based education (CBE) to enhance acquisition of critical 21st century skills by the learners. The first determinant for implementing CBE is a curriculum which is aligned to defined learning outcomes and that clearly states the indicators to be achieved.

The Central Board of Secondary Education (CBSE) has collaborated with Azim Premji University, Bengaluru, to develop the Learning Framework for Science, Mathematics, Social Science, English and Hindi for classes 9 and 10. The Learning Frameworks comprise explicitly stated knowledge, skills and dispositions that an education system should try to achieve. These frameworks would help develop a common shared understanding among teachers, students and other stakeholders and would serve as a common benchmark for teaching, learning and assessment across the country. These frameworks present indicators that are aligned to the CBSE curriculum and the NCERT Learning Outcomes. They further outline samples of pedagogical processes and assessment strategies to encourage curiosity, objectivity, creativity with a view to nurture scientific temper. This framework would be a key resource for the teacher as he/ she transacts the curriculum. They have been developed to ensure that the teacher aligns the teaching learning to meet the set quality standards and also use it to track learning levels of students. The effort has been to synchronize focus on quality education with uniformity in quality of standards across CBSE schools.

We hope, these frameworks would not only become a reference point for competency-based education across the country but also facilitate planning and design of teaching-learning processes and assessment strategies by teachers and other stakeholders

Team CBSE

# Preface

The shift towards competency-based teaching and learning in the National Education Policy 2020 will be an important basis for curricular and pedagogical transformation in schools. The learning goals defined by the Policy, namely holistic and integrated development of students, and the acquisition of higher order cognitive capacities such as analysis, critical thinking and problem solving will be enabled by this shift. Such indicators will also enable equitable educational experiences through ensuring equivalence of pedagogical approaches and learning outcomes across schools and Boards of Examination.

In keeping with the thrust on competency-based teaching-learning proposed in the National Education Policy, 2020, Azim Premji University has supported the Central Board of Secondary Education to develop a 'Learning Framework'. The learning framework is a comprehensive package which provides learning outcomes, indicators, assessment frameworks, samples of pedagogical processes, tools and techniques for formative assessment, blueprint, assessment items and rubrics. Five such frameworks have been developed for English, Hindi, Science, Social Science and Mathematics at the secondary stage.

This document details the Learning Framework for English. Language plays a formative role in the overall development of a learner as she uses it to make sense of the world around her. Language shapes a learner's perception of the world, stimulates her interest and capabilities and fosters her values and dispositions. Language is the basis of making meaning, understanding the world around us, constructing knowledge and hence, an important tool to the foundation of all learning. Language learning is a prerequisite for being able to participate in society. This includes a variety of skills and indicators starting from the most basic speaking, listening, reading and writing skills to being able to think, analyse and reflect upon diverse situations and texts.

This dynamic nature of language and its multiple functions have implications on how language should be taught at the secondary stage of schooling. The National Education Policy 2020 posits that 'the teaching of all languages will be enhanced through innovative and experiential methods, including through gamification and apps by weaving in the cultural aspects of the language,' and the teaching of languages will be based on experiential learning (NEP, 2020:16). The Position Paper on Teaching of English (NCERT, 2006) states that the goals of a language curriculum are twofold: attainment of a basic proficiency and the development of language as an instrument for abstract thought and knowledge acquisition. Therefore, at the secondary stage, it is imperative that learners go beyond communicative competence and focus on developing and expanding their ability to use all the language functions, in addition to reading a variety of texts and writing for diverse audiences and purposes. This emphasizes the importance of language and linguistic tools to foster social, emotional, and holistic development of the learners.

The Learning Framework for English is based on the theory and practices of language teaching in general and English in particular. It presents the curricular expectations at the secondary stage, expected learning outcomes and indicators. These indicators address a diverse range of cognitive abilities that should be inculcated at the secondary stage. In addition to this, sample pedagogical processes, formative assessment strategies and summative assessment blueprints and sample items are also provided. Such samples will enable teachers to understand principles for enabling indicator based education in their classrooms.

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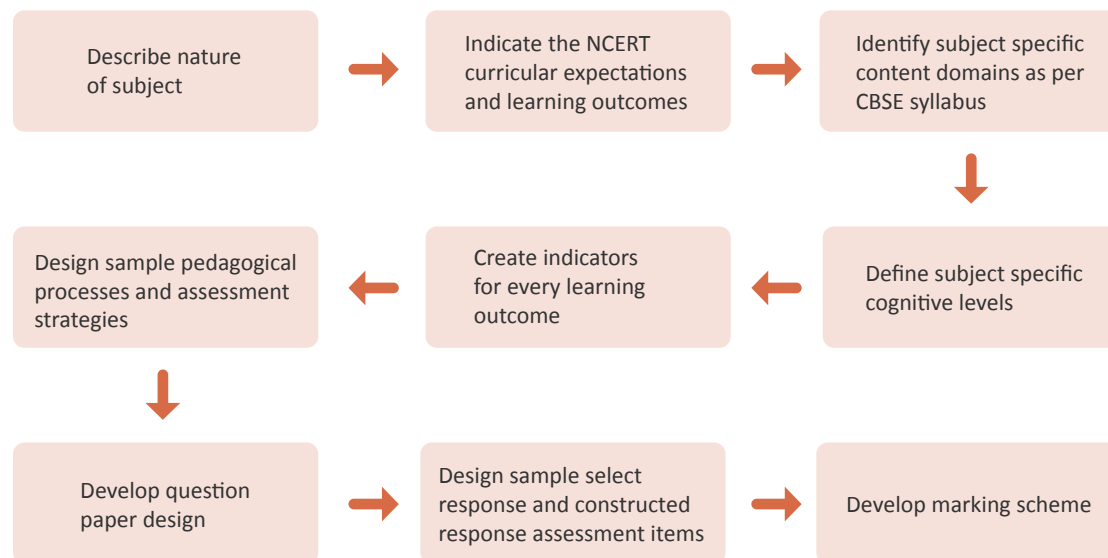
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# 1. Introduction

Development of quality standards is paramount for any education board, to understand and track the learning level of students in the country. These standards comprise explicitly stated knowledge, skills, and dispositions that the education system should strive to achieve. The quality standards are expected to serve as common benchmarks for teaching, learning and assessment. It is hoped that this framework would enable teachers, schools, and other boards to design teaching-learning processes and develop assessment tools. The Learning Framework is a comprehensive package which delineates indicators, assessment frameworks, samples of pedagogical processes, tools & techniques for formative assessment purpose, blueprint, and assessment items and rubrics.

## 2. Process of Developing the Learning Framework Document

An academically rigorous process has been undertaken to develop this document for various subjects, namely, English, Hindi, Social Sciences, Science and Mathematics. The flow diagram below depicts the steps in the process of developing the Learning Framework.



## 2.1 Describe Nature of Subject

The school curriculum as per National Curriculum Framework 2005, is a broad plan for facilitating certain capabilities in learners which are guided by the larger aims of school education. These aims of school education are an inter-play of various variables – philosophical, psychological, existing socio-cultural context and the needs of the society, the nature of learning and many more informed by research. etc. Various school subjects enable in pursuing these aims through their distinct disciplinary focus and methods. This section clearly states the processes followed for constructing knowledge in a subject, and the tools and methods of enquiry used in each subject. Further, the relevance of engaging with the given subject in school education is highlighted. The research affirms that an in-depth understanding of the nature of subject would enable a teacher to design quality pedagogy and assessment in alignment to the subject specific skills.

## 2.2 Indicate the NCERT Curricular Expectations and Learning Outcomes

The broad aims of school education stated in NEP 2020 are to-

- Develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, a scientific temper and creative imagination, with sound ethical moorings and values
- Build character, and enable learners to be ethical, rational, compassionate and caring
- Achieve full human potential – through developing all aspects and capabilities of learners
- Develop the creative potential of each individual
- Enable learners to learn to think critically and solve problems, and use a multidisciplinary perspective
- Enable learners to innovate, adapt and absorb new material in novel and changing fields
- Enable children to not only learn, but more importantly learn how to learn
- Develop engaged, productive and contributing citizens for building an equitable, inclusive and plural society as envisaged by our Constitution
- Achieve economic and social mobility, inclusion and equality by ensuring all students can access quality education, with particular focus on historically marginalised, disadvantaged, and underrepresented groups
- Prepare a workforce with multidisciplinary abilities across the sciences, social sciences, arts and humanities through experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible and enjoyable education



The curricular expectations related to different age-groups are spelt out stage-wise for various levels- primary, upper primary, secondary and senior secondary. These are stated at a broader level and pitched at an appropriate level of students understanding. In this document, curricular expectations as defined in NCERT secondary stages learning outcomes document are referred. These curricular expectations form the basis for organising the age-appropriate content based on learners' prior knowledge. Curricular expectations for a subject are ascertained through a range and variety of specific learning outcomes defined for each class. The NCERT learning outcomes at the secondary stage are the primary point of reference for this document. Learning outcomes provide a benchmark on which learning progress can be tracked in both quantitative and qualitative manner. The NCERT learning outcomes linked with curricular expectations are indicator based and help to determine the pedagogical processes for their development. The indicator based learning encourages students to not only acquire knowledge but also apply knowledge and skills to successfully perform tasks in real life situations.

## 2.3 Identify Subject Specific Content Domains as per CBSE Syllabus

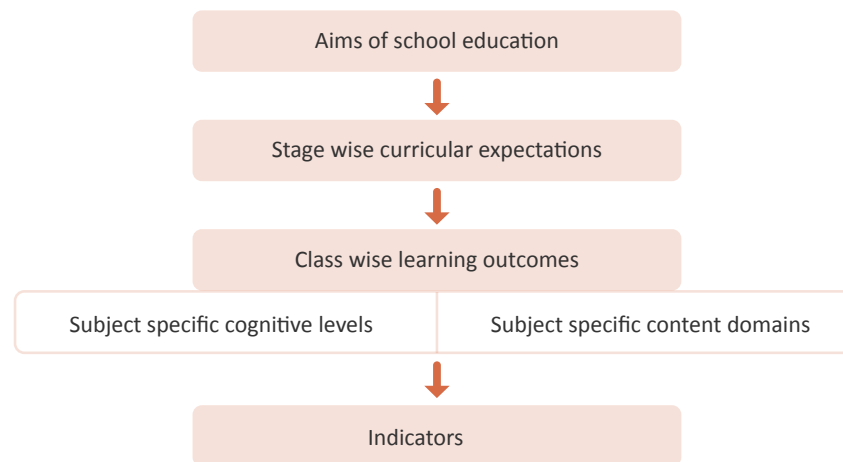
The learning outcomes for each subject are expressed in terms of cognitive skill to be demonstrated and the content to be acquired by the learners. In accordance with the nature of the subject, the CBSE curricula aligns content domains to various textbook chapters for every subject. To help teachers see the connection between syllabus, textbook and learning outcomes, relevant NCERT learning outcomes are mapped to each of these content domains/ themes.

## 2.4 Define Subject Specific Cognitive Levels

Cognitive levels describe the thinking processes that students are expected to engage in when encountering the indicators. Revised Bloom's taxonomy provides a useful frame of reference to classify the learning outcomes. It also helps in aligning the classroom pedagogy and assessment practices with the learning outcomes. In this document, an attempt is made to define the subject specific cognitive levels that essentially draw from Revised Bloom's Taxonomy. Such subject specific cognitive levels are able to capture the disciplinary knowledge and skills in a concrete manner. Assessment frameworks developed by Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA) are referred to while conceptualising these subject specific cognitive levels.







## 2.5 Devise Indicators for Every Learning Outcome

The overarching learning outcomes are further broken down into specific indicators aligned to the subject specific skills and the content in related chapters in the textbook. They are focused on subject specific skills that students need to attain through different concepts addressed in the CBSE curriculum. A clear understanding of the scope of these learning outcomes for each concept dealt within a textbook chapter will be immensely helpful for both teachers and students to plan their teaching and learning in a better way. Therefore, indicators aligned to subject specific skills are defined for every learning outcome. These indicators:

- Are aligned to the goals of teaching the subject at the secondary stage
- Are defined as specific, measurable, and demonstrable indicators
- Are distributed across all content domains/ themes as per the prescribed CBSE syllabus
- Address 21st century skills including collaboration, communication, creativity, and critical thinking across school subjects
- Range from simple to complex cognitive processes for all subjects
- Are supplemented with sample assessment strategies and provide suggestions to concretise these in the classrooms



## 2.6 Design Sample Pedagogical Processes and Assessment Strategies

NCERT secondary stage learning outcomes document provides a common set of pedagogical processes for each subject. The specific indicators are further supported with sample pedagogical and assessment strategies. This has been done to enable teachers to derive principles for making the alignment between learning outcomes, pedagogical practices, and assessment in their classrooms. The key principles considered while designing the pedagogical processes and assessment strategies are:

- Student-centred
  - Since new knowledge is built over existing knowledge, both pedagogy and assessment shall focus on learners' pre-requisite knowledge, skills, attitudes, and beliefs that they bring into a classroom setting.
  - Constructivist approaches to learning, with the learners being at the center of the learning process as an active constructor of knowledge shall be emphasised.
  - Since learners effectively learn by doing, classroom processes shall involve activities and analysis on issues surrounding the environment.
  - Cooperative and peer-supported teaching learning activities shall be used to empower learners to take charge of their own learning.
- Indicators centred
  - The focus shifts to measurable and observable behavior of what learners do at the end of an instruction.
  - Learners comprehend better when the method of teaching, learning activities and assessment strategies are all aligned well to the indicators. Pedagogical processes and assessment strategies shall be aligned to both content domains and cognitive skills as indicated in indicator statements.
- Assessment centred
  - Assessments should be viewed as an integral part of pedagogy and focus on giving timely individualised feedback to learners. Quality formative assessments shall be designed as it helps to modulate learners understanding of their own learning and helps teachers adapt their pedagogy based on learner performances.
  - Multiple modes of assessment, including portfolios, project work, presentations, written and oral assignments, shall be used to provide a scope to reflect individual capacities of a learner.
  - Peer assessment involving learners assessing the work of their peers against set assessment criteria shall be used.



## 2.7 Develop Question Paper Design

Question paper design also called as blueprint is a map and a detailed specification that ensures that all aspects of the curriculum are covered by the question paper. It translates the design in operational terms and all the dimensions of an item (content domain and cognitive level) become clear to the question paper developer. The information in the question paper design pertains to the content domains and; cognitive levels that will be tested; number of assessment items; aggregation of the percentages of content domains and cognitive levels. A balanced design adequately represents all the content domains and uniformly addresses a range of cognitive skills. This is a planning document where all the relevant information of a question paper is listed in the form of a table.

## 2.8 Design Sample Select Response and Constructed Response Assessment Items

A test developer may decide on the item format/item type that will be used in the test. Broadly item formats are of two kinds- Selected response questions like multiple choice questions, true/false where learner has to select the correct response from the options provided and Constructed response questions- where the learner has to produce the correct response. These could be as short as one-word responses to long essay type questions. A sample set of assessment items of both select response type and constructed response type is included in this document.

## 2.9 Develop Marking Scheme

The marking scheme is as important as the assessment item. For assessment item, particularly those assessing understanding and other cognitive levels, it is necessary to include variations in learner responses. There should be scope for fully correct, partially correct, levels of partially correct responses. Also, the marking scheme should be aligned to the cognitive level of the item. If an item is testing application of a concept, the marking scheme should illustrate the possible responses that could be representing application. At any given point of time the marking scheme would only be indicative – it may not include an exhaustive summary of all possible responses.



## 3. Potential Users/ Uses of the Document

**Classroom teaching, learning and assessment:** This document will be helpful for classroom teachers and students to see the connection between syllabus, textbook and learning outcomes. The indicators can be used to effectively plan classroom pedagogy and design formative assessment. The indicators can also be used by students to self-assess and plan their learning better.

**Pre-service and In-service Teacher Professional Development:** This document can be utilised for developing content for professional development programs for teachers both at the pre-service and in-service level. The sample pedagogical processes and assessment strategies will provide student teachers as well as in-service teachers an insight on how to concretise the learning outcomes in the classroom.

**Textbook development:** Clearly stated indicators could also facilitate the review and revision of the text books used for secondary stage, and in the designing of new textbooks.

**Developing Assessment Frameworks and tools for large scale assessments/surveys:** This document may be used for developing assessment frameworks and question papers for Board examinations of different states leading to uniformity in quality standards across states. It could be used as a framework for drawing key indicators for National Achievement Survey (NAS). Reporting the assessment data against these outcomes will provide a comprehensive picture of the overall health of the education system of the country.

## 4. Nature of Language

Though language is popularly viewed as only a means of communication, it has other functions too. It helps us learn about the world and explore the depths of human knowledge, experience, emotions, values, imagination, and creativity. All that we know about the world and all the value that we as humans have added to it – be it poetry, history, art, science, philosophy, technology, politics, music, architecture, mythology, cinema, math, aesthetics etc. – has been possible because of language. We can look back at our past, learn from it and glimpse into the future, all because of language. Our thoughts shape language, and language shapes our thoughts. It is difficult to imagine a world without language! It is central to the human experience.

This does not mean that adults participate in the exploration of language while children use it for communication only. Language plays a formative role in the overall development of a child. With increasing physical and cognitive development, the child quickly learns that making certain noises and utterances will help them get what they want (water, food, mother, father, their favourite toy!). The child's use of language becomes more complex with time, and they begin to use language for spinning stories, cracking jokes, playing games, singing songs, daydreaming, and even lying for avoiding a scolding or punishment! Children's development and use of language are indeed very creative and exploratory!

However, these different uses of language by the child are more explicit processes that are easily observable by all. There are simultaneously more implicit processes, which are difficult to pinpoint and observe. The child has the innate ability to learn more than one language simultaneously, provided there is adequate exposure and meaningful interaction with the language(s). The child also has the innate faculty to construct grammatical systems without any explicit grammar instruction. But most important of all is how language helps the child develop concepts about the self and the world, where concepts are not just words to be learnt such as dog, tree, chair, mobile, hammer, happy and Monday but ever-expanding ideas that become more nuanced and interconnected with time. These concepts help the child learn other languages and subjects, develop the concept of self (Who am I? What do I like and dislike? What are my strengths and weaknesses? Who do I admire? What brings me joy and what causes me pain?) and think critically about the self and the world (Why did I get so angry at my friend? How can we make the world a better place?). Thus, the child's very perception of the world, interests, values, attitudes etc., are shaped by language. Therefore, the development of language skills and cognitive skills cannot be separated.

This spectacular nature of language and its multiple functions have serious implications on how language should be taught in school, and for what purposes. Learning a language is not just about learning the script, sounds and grammar. The Position Paper on Teaching of English (NCERT, 2006) unequivocally states that the goals of a language curriculum are twofold: attainment of a basic proficiency and the development of language as an instrument for abstract thought and knowledge acquisition. It follows that the objectives of language teaching at the elementary stage are to develop competence to understand what one hears, to read with comprehension and not merely decode, to express effortlessly and to write coherently. At the secondary stage, the objectives are to equip the learners to use language to express their thoughts logically, imaginatively, and analytically in speech and writing, in the classroom and outside. As a result, learners at this stage are expected to engage with a variety of language tasks from having conversations, writing dialogues for skits, arguing in debates and speeches to composing poetry, writing reflective essays, and drafting letters.

Due to the overarching role of language, it transcends the boundaries of the language classroom. The various linguistic tools employed by children help them to make meaning of their immediate environment and the world around them. The conceptual understanding and proficiency in various school subjects depend on the child's proficiency in the language. A 'language across curriculum' perspective conceptualises language teaching as not just during the language period but also during the teaching of other curricular areas in school like math, science, social science, art, music etc. The content for learning language itself borrows from different subject areas and content domains, which is why texts at the secondary stage include authentic material, environmental print, scientific texts, social science essays etc. The learning of language should, therefore, provide children adequate space for building critical language abilities.



## 5. Secondary Stage Curricular Expectations

The language curriculum specifies Curricular Expectations for each stage of school education. These are based on the broad goals of a language curriculum, informed by the pedagogical implications of the nature of language. The Curricular Expectations for the secondary stage are for both classes IX and X. At the secondary stage, the broad goal of the language curriculum is the development of language as an instrument for abstract thought and knowledge acquisition, i.e., the development of academic language proficiency. The NCERT Learning Outcomes at the Secondary Stage document specifies how teachers need to be aware of the common set of Curricular Expectations so that they align their pedagogical and assessment strategies to achieve the desired learning outcomes.

A close look at the Curricular Expectations reveals that learners at this stage are expected to strengthen their core language skills of listening, speaking, reading and writing and expand their language repertoire to be able to use English in unfamiliar and abstract contexts more accurately and creatively. The expected degree of proficiency in the language is to meet workplace requirements and for English to be a life skill by itself – thus responding to more pragmatic expectations from a language curriculum. Expectations that are generally considered to be ‘extra-curricular’ or peripheral in nature are brought to the mainstream curriculum of language. These are – understanding the overarching values embedded in the Constitution, responding to contemporary social concerns, recognising, and accepting linguistic and cultural diversity, developing sensitivity to people from different circumstances, developing a global perspective on various issues and developing multilingual competence.

At first glance, it may seem out of place for Curricular Expectations of English at the secondary level to be concerned about the development of multilingual competence. After all, learners are expected to increase their proficiency in *English*. It must be clearly stated here that the development of multilingual competence does not pedagogically lead to teaching learners how to translate a familiar language to English or vice versa. It also does not mean that learners are to use only their home language(s) in class without direction or any end, particularly as the learners come from diverse and rich linguistic backgrounds that must be included and respected in school. Children are considered to be linguistic adults by the time they are 6-7 years old, and learners at the secondary stage have the cognitive potential of using the languages they know to learn many languages simultaneously. This is known as the ‘transferability’ of language skills, where familiar languages can be used as a resource to become more proficient in a new language (here, English) as well as the home language(s). This will become clearer in the sections that follow, where the Learning Outcomes indicators, pedagogical processes and assessment strategies associated with the development of multilingual competence are elaborated.

<b>SNo.</b>	<b>NCERT Secondary Level Curricular Expectation</b>
<b>CE1</b>	Develop an understanding of what they hear in formal and informal settings.
<b>CE2</b>	Develop an ability to speak fluently and accurately in a variety of situations meaningfully.
<b>CE3</b>	Understand the verbal and non-verbal clues used by the speaker.
<b>CE4</b>	Develop an ability to read with comprehension and not merely decode.
<b>CE5</b>	Develop an ability to construct meaning by drawing inferences and relating the texts with previous knowledge.
<b>CE6</b>	Develop the ability to express their thoughts effortlessly, confidently and in an organised manner.
<b>CE7</b>	Write a coherent piece undergoing various stages and processes of writing.
<b>CE8</b>	Develop imagination, creativity and aesthetic sensibility, and appreciation.
<b>CE9</b>	Understand the overarching values embedded in the Indian constitution like equality, social justice, equity, scientific temper; imbibe values and apply.
<b>CE10</b>	Respond to contemporary social concerns like violence against women, protection of environment, etc., think critically about various issues and concerns.
<b>CE11</b>	Use language as a skill for real life purposes.
<b>CE12</b>	Attain a level of proficiency in English language to meet the workplace requirements.
<b>CE13</b>	Recognise and accept diversity in terms of language and culture.
<b>CE14</b>	Be sensitive to people in difficult circumstances, children with special needs, needs of elderly people, etc.
<b>CE15</b>	Realise the uniqueness of Indian culture, heritage and its contribution to world knowledge.
<b>CE16</b>	Develop global perspective on various issues through literature, ICT, media, etc.
<b>CE17</b>	Develop multilingual competence through using multilingualism as a strategy for learning of languages and subjects.
<b>CE18</b>	Develop grammatical indicators moving from procedural knowledge (from use or meaning) to declarative knowledge (form).



## 6. Content Domains at Secondary Stage

The content at the secondary stage is carefully selected and organised under different content domains. These domains are based on the nature of language, the Curricular Expectations at the secondary stage, the cognitive abilities of learners at the secondary stage and the interests of learners. In language, one single type of content cannot fulfil the diverse Curricular Expectations. The teaching of language at the secondary stage is essentially through the teaching of literature. Literature is at the core of the language curriculum at this stage is not merely literary texts such as prose, poetry, and drama but also literary non-fiction and non-literary texts covering a range of authentic material and environmental print such as biographies, autobiographies, speeches, letters, posters, hoardings, literature from different subjects and content domains etc. The language skills of listening, speaking, reading, and writing manifest and develop through the teaching of literature.

The content of both class IX and X has thus been divided into four broad content domains. They are **Speaking and Listening, Reading, Writing and Language (vocabulary, conventions, and grammar)**.

Content domains in language are not water-tight compartments because language skills, including critical thinking skills, are developed concurrently and not in isolation. Therefore, it does not do well to separate the four basic skills of listening, speaking, reading, and writing. The domains are based on the foundational language skills and Curricular Expectations from learners in class IX and X. As this is the secondary stage, it is expected from learners to develop their academic language proficiency in English. The CBSE also identifies three sections for the purpose of the Board examination paper of class X. These are Reading, Writing and Grammar, and Literature.

**Speaking and Listening** is the first content domain. Both language skills of listening and speaking are kept together in the domain and not separate as learners at the secondary stage are expected to comprehend what they hear in English and formulate complex oral and written responses in English using critical thinking skills. Learners are also expected to use grammatically accurate sentences with a wide range of vocabulary. This is in sharp contrast to the early stages of schooling, where the focus is more on building listening comprehension in English and not language production and where responses are either non-verbal in nature or largely in the home language(s). The language input provided to learners is also richer and more complex in nature at the secondary stage. Learners, therefore, respond to diverse forms of verbal and visual input and participate in a range of pedagogical processes both inside and outside the classroom, such as discussions, debates, interviews etc., where oral language skills develop concurrently. For the purpose of summative assessment, specific tasks may be designed for assessing the skills of speaking and listening separately.

The **Reading** content domain comprises the Learning Outcomes pertaining to reading diverse literary texts with comprehension (aloud and silently), reading for pleasure and enjoyment, literary interpretation, and identifying and using literary elements. Diverse literary texts are available in the textbook and are to be borrowed from outside as well, ranging from environmental print in newspapers and advertisements to literary genres like autobiographies and biographies; bilingual and multilingual discourses on various themes; texts representing cultural experiences and diversity; texts on key contemporary issues;



texts considered 'non-literary' such as graphs and tables; ICT-related material and role-plays, skits and drama. The Reading section of the 10 board question paper and the Reading content domain given here need not be confused to be the same, even though they are both based on the language skill of reading. The Reading section of the 10 board question paper assesses reading comprehension of unseen passages that are more narrative or discursive in nature, whereas the Reading content domain used here is broader in scope and refers to reading comprehension of any text.

**Writing** is the content domain that includes all forms of written expression like short/long answers, paragraphs, letters, advertisements, emails, dialogues for skits, short stories etc., where learners respond both creatively and critically. It is not only important for learners to be familiar with different formats of writing but also to develop greater familiarity with writing for different purposes and audiences while employing vocabulary that is appropriate to the context. In addition to learners' own experiences, they are expected to reflect critically on contemporary social issues and different cultural experiences.

The **Language** content domain (vocabulary, conventions, and grammar) includes the Learning Outcomes for appropriate use of vocabulary, phrases, grammar items, and punctuation along with dictionary-referencing. The teaching of vocabulary and grammar is through the context of literature, but learners at the secondary stage are also expected to move from procedural grammatical knowledge (use or meaning) to the form of language through analysis. Learners at the secondary stage have already acquired basic linguistic competence in the earlier stages of schooling, where it was not necessary to have any specialistic knowledge of grammar. It is expected in class IX and X that learners increase their language repertoire and understand the construction of text.



## 7. Subject Specific Cognitive Levels

It has been stated earlier how the Position Paper on Teaching of English (NCERT, 2006) unequivocally states that the goals of a language curriculum are twofold: attainment of a basic proficiency and the development of language as an instrument for abstract thought and knowledge acquisition. At the secondary stage, it is imperative that learners go beyond communicative competence. English language at the secondary stage focuses on developing and expanding learners' ability to use all the language functions, in addition to reading and writing for a variety of audiences and purposes to read a variety of texts. It emphasises the importance of language and linguistic tools to foster social, emotional, imaginative, and psychological growth. Cognitive-based theories of reading literacy emphasise the interactive nature of reading and the constructive nature of comprehension. The reader generates meaning in response to text by using previous knowledge and a range of text and situational cues that are often socially and culturally derived. While constructing meaning, the reader uses various processes, skills, and strategies to foster, monitor and maintain understanding. These processes and strategies are expected to vary with context and purpose as readers interact with a variety of texts in the print medium. Historically, these processes and strategies are studied to devise frameworks for cognitive categorisation. In 1956, Benjamin Bloom, with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl, published a framework for categorising educational goals: *TAXONOMY OF EDUCATIONAL OBJECTIVES*. Familiarly known as Bloom's Taxonomy, this framework has been applied by generations of K-12 teachers in their teaching.

A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of Bloom's Taxonomy with the title, *A TAXONOMY FOR TEACHING, LEARNING, AND ASSESSMENT*. This title drew attention away from the somewhat static notion of 'educational objectives' (in Bloom's original title) and points to a more dynamic conception of classification. The revised taxonomy authors used verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy). These 'action words' describe the cognitive processes by which thinkers encounter and work with knowledge: While each category contained subcategories, all lying along a continuum from simple to complex and concrete to abstract, the taxonomy is popularly remembered according to the six main categories; Remember, Understand, Apply, Analyse, Evaluate and Create.

These six main categories originally devised from sciences often seem overlapping and overarching in the scope of a language. For example, the Apply and Analyse categories in languages are not watertight and often difficult to identify and label a linguistic indicator with just one category or nomenclature. Hence, a need to incorporate a dynamic and wider categorisation for languages arises. Programme for International Student Assessment (PISA) and the indicators required for reading literacy provides a more comprehensive and broader categorisation for languages.

This part attempts to describe the cognitive processes (aspects) involved in language functions and ‘reading literacy’ as assessed in PISA in 2015 and the indicators required for reading literacy. PISA assessment organises the cognitive process into three broad categories for reporting on reading literacy:

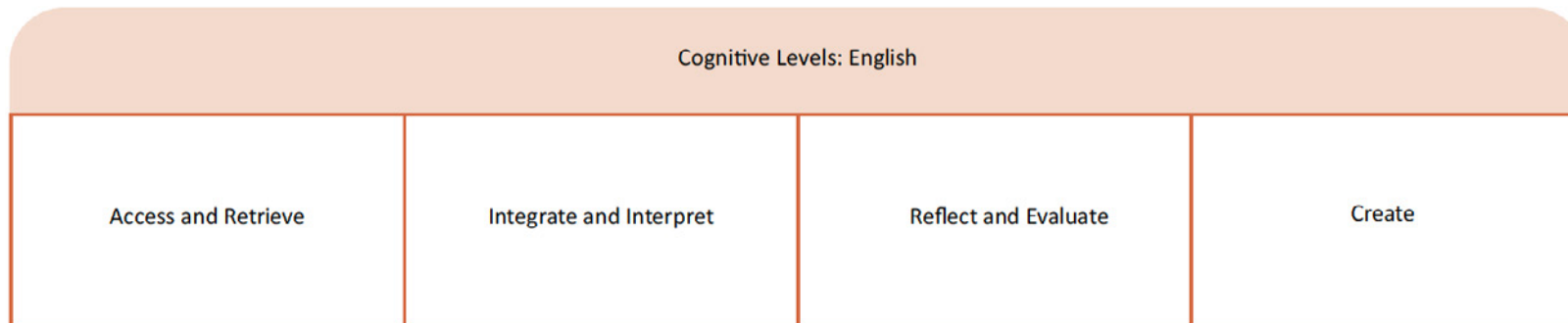
- Access and Retrieve
- Integrate and Interpret
- Reflect and Evaluate

Although, the above three categories do justice to assess the indicators required for reading literacy, it leaves out a range of language indicators involved in language production. Language production involves the appropriate use of syntax, semantics, and pragmatics to communicate and express an authentic task. For example, in class IX, the speaking and listening indicator includes:

Develops a skit/play to present one’s views and thoughts and employs effective and appropriate verbal and non-verbal communication strategies.

Such indicators lie beyond the scope of the PISA Reading Literacy Framework; hence, the need to categorise the ‘language productivity and construction’ emerges. As a result, a fourth cognitive process based on the revised Bloom’s Taxonomy has been added here as:

- Create



An elaboration of the four broad cognitive processes is given below.

## 7.1 Access and Retrieve

Accessing and retrieving involves locating and extracting out one or more pieces of information provided in any textual material. Access and Retrieve tasks can range from locating the details required by an employer from a job advertisement to finding a telephone number with several prefix codes, to finding a particular fact to support or disprove a claim someone has made. While retrieving describes the process of selecting the required information, accessing describes the process of getting to the place, the information space, where the required information is located. Some items may require retrieving information only, especially in texts where the information is immediately visible and where the reader only has to select what is appropriate in a clearly specified information space. Such Access and Retrieve items in the text might require readers to use navigation features, such as headings or captions, to find their way to the appropriate section of the text before locating the relevant information. The process of accessing and retrieving information involves skills associated with selecting, collecting, and retrieving information.

## 7.2 Integrate and Interpret

Integrating and interpreting involve processing what is read to make internal sense of a text. Integrating focuses on demonstrating an understanding of the coherence of the text. Integrating involves connecting various pieces of information to make meaning, whether it be identifying similarities and differences, making comparisons of degree, or understanding cause-and-effect relationships. Interpreting refers to the process of making meaning from something that is not stated. When interpreting, a reader is identifying the underlying assumptions or implications of part or all of the text. Both integrating and interpreting are required to form a broad understanding. A reader must consider the text as a whole or in a broad perspective. Interpreting tasks may involve drawing an inference from a local context, for example, interpreting the meaning of a word or phrase that gives a particular nuance to the text. This process of comprehension is also assessed in tasks that require the learner to make inferences about the author's intention, and to identify the evidence used to infer that intention. The relationship between the processes of integration and interpretation may therefore be seen as intimate and interactive. Integrating involves first connecting relationship within the text (a kind of interpretation), and then bringing pieces of information together, therefore allowing an interpretation to be made that forms a new integrated whole.

## 7.3 Reflect and Evaluate

Reflecting and evaluating involves drawing upon knowledge, ideas, or attitudes beyond the text in order to relate the information provided within the text to one's own conceptual and experiential frames of reference. Reflect items may be thought of as those that require readers to consult their own experience or knowledge to compare, contrast or hypothesise. Evaluate items are those that ask readers to make a judgement drawing on standards beyond the text. Reflecting on and evaluating the content of a text requires the reader to connect the information in a text to knowledge from outside sources. Readers must also assess the claims made in the text against their own knowledge of the world.

Some examples of assessment tasks characteristic of reflecting on and evaluating the form of a text include determining the usefulness of a particular text for a specified purpose and evaluating an author's use of textual features in accomplishing a particular goal. The learner may also be called upon to describe or comment on the author's use of style and to identify the author's purpose and attitude. To some extent, every critical judgement requires the reader to consult his or her own experience; some kinds of reflection, on the other hand, do not require evaluation (for example, comparing personal experience with something described in a text). Thus, evaluation might be seen as a subset of reflection.

## 7.4 Create

Create involves drawing knowledge, ideas, or attitudes beyond the text to create the information provided within and beyond the text to one's own conceptual and experiential frames of reference. Create items may be thought of as those to compose, compile and design, their own experience or knowledge to imagine and articulate. Create items are those that ask learners to make a creative drawing on standards beyond the text. Creating new content requires the learners to adapt, retrieve, integrate, reflect, and hypothesize to connect knowledge from outside sources.



# 8. Content Domain Specific Learning Outcomes

Learning Outcomes of the secondary stage may be broadly categorised into the four content domains. As these are not water-tight compartments, a few Learning Outcomes appear simultaneously under two content domains.

## 8.1 Class IX

<b><i>Speaking and Listening</i></b>
LO1: Listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly.
LO2: Listens to and discusses literary/non-literary inputs in varied contexts to infer, interpret, and appreciate.
LO3: Communicates thoughts, ideas, views and opinions verbally and non-verbally.
LO4: Speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar.
LO5: Listens to and speaks on a variety of verbal inputs, viz. debate, speech, group discussion, power point presentation, radio programme, interview, mock parliament, etc.
LO13: Takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises.
LO15: Organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes.
LO26: Uses bilingual and multilingual abilities to comprehend a text and participates in activities like translations and bilingual and multilingual discourses on various themes.
LO30: Recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.
<b><i>Reading</i></b>
LO6: Reads aloud and recites poems/prose with proper stress, pause, tone, and intonation.
LO7: Reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising.
LO8: Reads silently with comprehension and interprets layers of meaning.
LO14: Reads with understanding information in his environment outside the schools as in hoardings, advertisements, product labels, visiting market place, etc.
LO21: Reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.
LO22: Explains specific features of different literary genres for interpretation and literary appreciation.
LO23: Identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.

**Writing**

LO9: Writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme.

LO10: Writes letters both formal and informal, invitations, advertisements, notices, slogans, messages, and e-mails.

LO11: Writes short dialogues and participates in role plays, skits, street plays, etc., for the promotion of social causes like *Beti Bachao Beti Padhao*, *Swachh Bharat Abhiyaan*, human trafficking, conservation of environment, child labour, drug abuse, promotion of literacy, etc.

LO13: Takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises.

LO15: Organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes.

LO16: Interprets map, graph, table to speak or write a paragraph based on interpretation.

LO24: Writes short stories and composes poems on the given theme or on their own.

LO26: Uses bilingual and multilingual abilities to comprehend a text and participates in activities like translations and bilingual and multilingual discourses on various themes.

LO30: Recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.

**Language (Vocabulary, Conventions, and Grammar)**

LO12: Uses appropriate punctuation marks and correct spelling of words while taking down dictation.

LO17: Edits passages with appropriate punctuation marks, grammar and correct spelling.

LO18: Uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc.

LO19: Uses words, phrases, idioms and word chunks for meaning-making in contexts.

LO20: Understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus, and digital facilities.

LO23: Identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.



## 8.2 Class X

<b><i>Speaking and Listening</i></b>
LO1: Listens to announcements, instructions, read-aloud texts, audio, videos for information, gist and details; responds by answering questions accordingly.
LO2: Listens to and discusses literary/nonliterary inputs in varied contexts to infer, interpret, and appreciate.
LO3: Speaks with coherence and cohesion while participating in interactive tasks.
LO4: Uses language appropriate to purposes and perspectives.
LO5: Talks on key contemporary issues like social justice, environment, gender, etc., in speech and writing.
LO6: Participates in bilingual or multilingual discourses on various themes.
LO7: Reads, comprehends, and responds to complex texts independently.
LO10: Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.
LO15: Analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing.
LO17: Speaks or writes on variety of themes.
LO19: Provides facts and background knowledge in areas such as science and social science and presents viewpoints based on those facts.
LO21: Takes and makes notes while listening to TV news, discussions, speech, reading aloud or silent reading of texts, etc., and summarises.
LO32: Uses bilingual or multilingual ways to exchange ideas or disseminating information with the help of ICT, PPT, role play, street play, drama, written scripts, etc.
LO33: Recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class.
<b><i>Reading</i></b>
LO7: Reads, comprehends, and responds to complex texts independently.
LO8: Reads stories and literary texts, both fiction and non-fiction, with understanding for pleasure and enjoyment and discusses about these.
LO9: Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions and the poet's or the writer's point of view.
LO10: Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.
LO16: Draws references from books, newspapers, internet, etc., and interprets using analytical skills.
LO25: Uses formulaic and idiomatic expressions in speech and writing.
LO26: Makes use of collocations and idioms in speech and writing.



<b>Reading</b>
LO27: Identifies significant literary elements such as figurative language — metaphor, imagery, symbol, simile, intention or point of view, rhyme scheme, etc.
LO28: Uses the figurative meaning of words and phrases as given in the texts read.
<b>Writing</b>
LO4: Uses language appropriate to purposes and perspectives.
LO5: Talks on key contemporary issues like social justice, environment, gender, etc., in speech and writing.
LO6: Participates in bilingual or multilingual discourses on various themes.
LO7: Reads, comprehends, and responds to complex texts independently.
LO11: Writes paragraphs, narratives, etc., by planning revising, editing, rewriting, and finalising.
LO12: Writes reports of functions in school, family, and community activities.
LO13: Writes personal, official and business letters, articles, debates, paragraphs based on visual or verbal clues, textual inputs, etc.
LO14: Evaluates content presented in print and in different genres/formats and presents content using symbols, graphs, diagrams, etc.
LO15: Analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing.
LO17: Speaks or writes on variety of themes.
LO19: Provides facts and background knowledge in areas such as science and social science and presents viewpoints based on those facts.
LO21: Takes and makes notes while listening to TV news, discussions, speech, reading aloud or silent reading of texts, etc., and summarises.
LO30: Develops questions for collecting data for survey on relevant issues.
LO31: Writes scripts and participates in role play, skit, street plays for the promotion of social issues like Beti Bachao Beti Padhao, Swachh Bharat Abhiyaan, conservation of environment, child labour, drug abuse, and promotion of literacy, etc.
LO32: Uses bilingual or multilingual ways to exchange ideas or disseminating information with the help of ICT, PPT, role play, street play, drama, written scripts, etc.
LO33: Recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class.



***Language (Vocabulary, Conventions, and Grammar)***

LO9: Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions and the poet's or the writer's point of view.

LO18: Consults or refers to dictionary, periodicals, and books for academic and other purposes; and uses them in speech and writing.

LO20: Takes down dictation using appropriate punctuation marks and correct spelling of the words dictated.

LO22: Uses grammatical items appropriate to the context in speech and writing.

LO23: Uses grammatical items as cues for reading comprehension such as tense, reported speech, conjunctions, and punctuation.

LO24: Uses words according to the context and delineate it in speech and writing.

LO25: Uses formulaic and idiomatic expressions in speech and writing.

LO26: Makes use of collocations and idioms in speech and writing.

LO27: Identifies significant literary elements such as figurative language — metaphor, imagery, symbol, simile, intention or point of view, rhyme scheme, etc.

LO28: Uses the figurative meaning of words and phrases as given in the texts read.

## 9. Progression of Content Domain Specific Learning Outcomes and Indicators from Class IX to X

<i>Speaking and Listening</i>	
<i>LOs &amp; Indicators of Class IX</i>	<i>LOs &amp; Indicators of Class X</i>
<p><b>LO1:</b> Listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly.</p> <p><b>LO2:</b> Listens to and discusses literary/nonliterary inputs in varied contexts to infer, interpret, and appreciate.</p> <p>C1: Lists information/details from diverse inputs.</p> <p>C2: Summarises the major points of discussion in own words.</p> <p>C3: Completes a task following multi-step instructions.</p> <p>C4: Infers the main idea, point of view, purpose, audience etc, by interpreting the verbal and non-verbal cues used by the speaker.</p>	<p><b>LO1:</b> Listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly.</p> <p><b>LO2:</b> Listens to and discusses literary/nonliterary inputs in varied contexts to infer, interpret, and appreciate.</p> <p>C1: Lists information/details from diverse inputs.</p> <p>C2: Summarises the major points of discussion in own words.</p> <p>C3: Completes a task following multi-step instructions.</p> <p>C4: Infers the main idea, point of view, purpose, audience etc. by interpreting the verbal and non-verbal cues used by the speaker.</p>
<p><b>Remarks on the Progression:</b> Diverse inputs are provided in both classes for listening comprehension and formulating a response.</p>	



<b>Speaking and Listening</b>	
<b>LOs &amp; Indicators of Class IX</b>	<b>LOs &amp; Indicators of Class X</b>
<p>C5: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.</p> <p>C6: Employs verbal and non-verbal strategies effectively, e.g. eye contact, voice modulation, intonation, facial expressions and body movements that are appropriate to the purpose, setting and audience.</p> <p>C7: Uses grammatically correct sentences.</p> <p>C8: Articulates responses fluently.</p>	<p>C5: Expresses ideas with interconnectedness and a logical flow.</p> <p>C6: Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.</p> <p>C7: Employs verbal and non-verbal strategies effectively, e.g. eye contact, voice modulation, intonation, facial expressions and body movements that are appropriate to the purpose, setting and audience.</p> <p>C8: Uses grammatically correct sentences.</p> <p>C9: Articulates responses fluently.</p>
<p><b>Remarks on the Progression:</b> Diverse inputs are provided in both classes for listening comprehension and formulating a response.</p>	
<p><b>LO5: Listens to and speaks on a variety of verbal inputs, viz. debate, speech, group discussion, power point presentation, radio programme, interview, mock parliament etc.</b></p> <p>C1: Summarises the major points of discussion in own words.</p> <p>C2: Critiques and expresses opinions on the given verbal input.</p> <p>C3: Justifies a position with arguments and supporting evidence to effectively communicate the intended message and persuade the audience.</p> <p>C4: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.</p> <p>C5: Employs verbal and non-verbal strategies effectively, e.g. eye contact, voice modulation, intonation, facial expressions and body movements that are appropriate to the purpose, setting and audience.</p> <p>C6: Uses grammatically correct sentences.</p> <p>C7: Articulates responses fluently.</p>	<p><b>LO5: Talks on key contemporary issues like social justice, environment, gender, etc., in speech and writing.</b></p> <p>C1: Critiques and expresses opinions on contemporary issues.</p> <p>C2: Justifies a position with arguments and supporting evidences to effectively communicate the intended message and persuade the audience.</p> <p>C3: Provides solutions to the central problem.</p> <p>C4: Expresses ideas with interconnectedness and a logical flow.</p> <p>C5: Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.</p> <p>C6: Employs verbal and non-verbal strategies effectively, e.g. eye contact, voice modulation, intonation, facial expressions and body movements that are appropriate to the purpose, setting and audience.</p> <p>C7: Uses grammatically correct sentences.</p> <p>C8: Articulates responses fluently.</p>
<p><b>Remarks on the Progression:</b> The responses are gradually formulated on more diverse issues, themes and subjects with increasing independence. The wide variety of textual materials become complex and derived from different genres and subjects.</p>	

<i>Speaking and Listening</i>	
<i>LOs &amp; Indicators of Class IX</i>	<i>LOs &amp; Indicators of Class X</i>
	<p><b>LO7: Reads, comprehends, and responds to complex texts independently.</b></p> <p><b>LO10: Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.</b></p> <p>C1: Summarises complex texts from different genres in own words.</p> <p>C2: Employs reading strategies like skimming, scanning and predicting to comprehend texts independently.</p> <p>C3: Infers the meanings of unfamiliar words by analysing the parts of the words (suffixes, prefixes, synonyms, antonyms etc.) and/or using evidences from the text.</p> <p>C4: Infers both the explicit and implicit meanings in complex texts from different genres.</p> <p>C5: Analyses the writer’s point of view, characters, themes, plots, incidents and/or information/ details in the text with arguments and supporting evidences.</p> <p>C6: Compares and contrasts two or more texts with arguments and supporting evidences.</p> <p>C7: Participates in group discussions and responds appropriately to others points of view.</p> <p>C8: Expresses ideas with interconnectedness and a logical flow.</p> <p>C9: Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.</p> <p>C10: Employs verbal and non-verbal strategies effectively, e.g. eye contact, voice modulation, intonation, facial expressions and body movements that are appropriate to the purpose, setting and audience.</p> <p>C11: Uses grammatically correct sentences.</p> <p>C12: Articulates responses fluently.</p>



**Speaking and Listening**

**LOs & Indicators of Class IX**

**LOs & Indicators of Class X**

**LO17: Speaks or writes on variety of themes.**

- C1: Identifies themes in a piece of writing, short film etc.
- C2: Critically examines the writer's point of view on a theme and supports/contradicts it with arguments and supporting evidence.
- C3: Compares and contrasts two or more themes with opposing/similar perspectives with arguments and supporting evidence.
- C4: Expresses ideas with interconnectedness and a logical flow.
- C5: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.
- C6: Employs verbal and non-verbal strategies effectively, e.g., eye contact, voice modulation, intonation, facial expressions, and body movements that are appropriate to the purpose, setting and audience.
- C7: Uses grammatically correct sentences.
- C8: Articulates responses fluently.

**LO19: Provides facts and background knowledge in areas such as science and social science and presents viewpoints based on those facts.**

- C1: Selects facts and background knowledge on different subjects by consulting diverse sources.
- C2: Critically examines issues related to different subjects.
- C3: Constructs a point of view on a text using evidence from the text, background knowledge about the topic and/or from past experiences.

**Speaking and Listening**

**LOs & Indicators of Class IX**

**LO3: Communicates thoughts, ideas, views and opinions verbally and non-verbally.**

C1: Justifies a position with arguments and supporting evidences to effectively communicate the intended message and persuade the audience.

C2: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.

C3: Employs verbal and non-verbal strategies effectively, e.g. eye contact, voice modulation, intonation, facial expressions and body movements that are appropriate to the purpose, setting and audience.

C4: Uses grammatically correct sentences.

C5: Articulates responses fluently.

**LO4: Speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar.**

C1: Employs verbal and non-verbal strategies effectively, e.g., eye contact, voice modulation, intonation, facial expressions, and body movements that are appropriate to the purpose, setting and audience.

C2: Articulates responses fluently.

C3: Uses grammatically correct sentences.

**LOs & Indicators of Class X**

**LO3: Speaks with coherence and cohesion while participating in interactive tasks.**

C1: Asks pertinent questions to acquire or confirm information.

C2: Expresses ideas with interconnectedness and a logical flow.

C3: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.

C4: Employs verbal and non-verbal strategies effectively, e.g., eye contact, voice modulation, intonation, facial expressions and body movements that are appropriate to the purpose, setting and audience.

C5: Uses grammatically correct sentences.

C6: Articulates responses fluently.

**LO4: Uses language appropriate to purposes and perspectives.**

C1: Demonstrates command of the conventions of appropriate word choice, grammar, and sentence structure that are appropriate to the purpose, setting and audience.

C2: Employs verbal and non-verbal strategies effectively e.g., eye contact, voice modulation, intonation, facial expressions and body movements that are appropriate to the purpose, setting and audience.

**Remarks on the Progression:** In addition to fluent and accurate use of language, there is gradually more emphasis on coherence, cohesion, and appropriate use of language.



<i>Speaking and Listening</i>	
<i>LOs &amp; Indicators of Class IX</i>	<i>LOs &amp; Indicators of Class X</i>
<p><b>LO15: Organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes.</b></p> <p>C1: Uses precise words and phrases, telling details, to convey a vivid picture of the experiences, events, setting, and/or characters in writing.</p> <p>C2: Analyses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop a written piece with different events, setting, and characters in small groups.</p> <p>C3: Engages and orients the speaker/reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, by introducing a narrator and/or characters.</p> <p>C4: Provides appropriate and critical feedback/response to a specific context or situation and share opinions verbally with a wider sense of audience (e.g., school assembly, online platform etc.)</p>	
<p><b>LO13: Takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises.</b></p> <p>C1: Takes notes during verbal/visual presentations that capture the key points of discussion.</p> <p>C2: Uses the notes to prepare a summary of the presentation and communicate the main idea.</p>	<p><b>LO21: Takes and makes notes while listening to TV news, discussions, speech, reading aloud or silent reading of texts, etc., and summarises.</b></p> <p>C1: Takes notes during verbal/visual presentations that capture the key points of discussion.</p> <p>C2: Uses the notes to prepare a summary of the presentation and communicate the main idea.</p>
<p><b>Remarks on the Progression:</b> Taking notes and summarising diverse inputs is common in both classes.</p>	



<i>Speaking and Listening</i>	
<i>LOs &amp; Indicators of Class IX</i>	<i>LOs &amp; Indicators of Class X</i>
<p><b>LO26: Uses bilingual and multilingual abilities to comprehend a text and participates in activities like translations and bilingual and multilingual discourses on various themes.</b></p> <p>C1: Summarises in English the message conveyed in an oral or written presentation on various themes given in any familiar language (including English), e.g., a poem, a public-awareness video/advertisement, a speech by a local/national leader and a news item.</p>	<p><b>LO6: Participates in bilingual or multilingual discourses on various themes.</b></p> <p><b>LO32: Uses bilingual or multilingual ways to exchange ideas or disseminating information with the help of ICT, PPT, role play, street play, drama, written scripts, etc.</b></p> <p>C1: Summarises in English the message conveyed in an oral or written presentation on various themes given in any familiar language (including English) e.g., a poem, a public-awareness video/advertisement, a speech by a local/national leader and a news item.</p>
<p><b>Remarks on the Progression:</b> The type of bilingual and multilingual discourses become more elaborate over time, with a greater sense of audience and purpose.</p>	



**Speaking and Listening**

**LOs & Indicators of Class IX**

- C2: Critically analyses the use of language in an oral or written presentation on various themes given in any familiar language (including English) and creates a similar oral or written presentation in English, expressing a personal point of view.
- C3: Elicits information and infers the meaning from visual inputs in the form of infographics, tables, charts, diagrams etc. given in any familiar language (including English).
- C4: Justifies the need and advantages of creating discourses in multiple languages in a multilingual country and suggests ways for creatively reaching a wider audience through a wide variety of oral and written presentations for various purposes e.g., social awareness and advertising.
- C5: Designs creative oral and written presentations on various themes in familiar languages (including English) to effectively depict social issues and provide realistic solutions to a wider audience e.g., a street play on a social issue, an awareness campaign on Covid awareness, speech to parents during annual day/PTA meeting and a cleanliness drive in the neighbourhood with slogans, speeches, placards, pamphlets etc.
- C6: Uses grammatically correct sentences.
- C7: Articulates responses fluently.
- C8: Employs language that is appropriate to the purpose, setting and audience.

**LOs & Indicators of Class X**

- C2: Critically analyses the use of language in an oral or written presentation on various themes given in any familiar language (including English) and creates a similar oral or written presentation in English, expressing a personal point of view.
- C3: Elicits information and infers the meaning from visual inputs in the form of infographics, tables, charts, diagrams etc, given in any familiar language (including English).
- C4: Justifies the need and advantages of creating discourses in multiple languages in a multilingual country and suggests ways for creatively reaching a wider audience through a wide variety of oral and written presentations for various purposes, e.g. social awareness and advertising.
- C5: Designs creative oral and written presentations on various themes in familiar languages (including English) to effectively depict social issues and provide realistic solutions to a wider audience e.g. a street play on a social issue, an awareness campaign on Covid awareness, speech to parents during annual day/PTA meeting and a cleanliness drive in the neighbourhood with slogans, speeches, placards, pamphlets etc.
- C6: Uses grammatically correct sentences.
- C7: Articulates responses fluently.
- C8: Employs language that is appropriate to the purpose, setting and audience.

**Speaking and Listening**

**LOs & Indicators of Class IX**

**LO30: Recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.**

- C1: Identifies attitudes, values, practices etc, of diverse cultures in a text.
- C2: Summarises the cultural experience and representation of diversity in own words.
- C3: Critically examines the cultural experience in a text with sensitivity and discusses the point of view of the writer, geographical and cultural context, time period etc.
- C4: Justifies a position with arguments and supporting evidence to effectively communicate the intended message and persuade the audience.
- C5: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.
- C6: Employs verbal and non-verbal strategies effectively, e.g. eye contact, voice modulation, intonation, facial expressions and body movements that are appropriate to the purpose, setting and audience.
- C7: Uses grammatically correct sentences.
- C8: Articulates responses fluently.
- C9: Employs language that is appropriate to the purpose, setting and audience.

**LOs & Indicators of Class X**

**LO15: Analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing.**

**LO33: Recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class.**

- C1: Identifies attitudes, values, practices etc. of diverse cultures in a text.
- C2: Summarises the cultural experience/point of view in own words.
- C3: Critically examines the cultural experience in a text with sensitivity and discusses the point of view of the writer, geographical and cultural context, time period etc.
- C4: Justifies a position with arguments and supporting evidence to effectively communicate the intended message and persuade the audience.
- C5: Expresses ideas with interconnectedness and a logical flow.
- C6: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.
- C7: Employs verbal and non-verbal strategies effectively e.g. eye contact, voice modulation, intonation, facial expressions and body movements that are appropriate to the purpose, setting and audience.
- C8: Uses grammatically correct sentences.
- C9: Articulates responses fluently.
- C10: Employs language that is appropriate to the purpose, setting and audience.

**Remarks on the Progression:** Recognising, appreciating, analysing and evaluating cultural experiences, points of view etc. is common in both classes.



<b>Reading</b>	
<b>LOs &amp; Indicators of Class IX</b>	<b>LOs &amp; Indicators of Class X</b>
<p><b>LO6: Reads aloud and recites poems/prose with proper stress, pause, tone, and intonation.</b></p> <p>C1: Reads prose aloud with fluency, accuracy, and expression (prosody).</p> <p>C2: Recites poetry with fluency, accuracy, and expression.</p> <p>C3: Expresses joy while reading aloud/reciting diverse texts.</p>	
<p><b>Remarks on the Progression:</b> No LO in class X directly corresponds. However, reading aloud and recitation continue as important pedagogical processes even in class X.</p>	
<p><b>LO7: Reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising.</b></p> <p><b>LO8: Reads silently with comprehension and interprets layers of meaning.</b></p> <p>C1: Locates information from the given text.</p> <p>C2: Explains and summarises the given text in own words.</p> <p>C3: Predicts what might happen in the given text, e.g., a story using evidence from the text, background knowledge about the topic and/or from past experiences.</p> <p>C4: Infers the meanings of unfamiliar words by analysing the parts of the words (suffixes, prefixes, synonyms, antonyms etc.) and/or using evidence from the text.</p> <p>C5: Draws conclusions by reading between the lines using evidence from the text, background knowledge about the topic and/or from past experiences.</p> <p>C6: Critiques and expresses opinions on the given text.</p>	<p><b>LO7: Reads, comprehends, and responds to complex texts independently.</b></p> <p><b>LO10: Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.</b></p> <p>C1: Summarises complex texts from different genres in own words.</p> <p>C2: Employs reading strategies like skimming, scanning, and predicting to comprehend texts independently.</p> <p>C3: Infers the meanings of unfamiliar words by analysing the parts of the words (suffixes, prefixes, synonyms, antonyms etc.) and/or using evidence from the text.</p> <p>C4: Infers both the explicit and implicit meanings in complex texts from different genres.</p> <p>C5: Analyses the writer’s point of view, characters, themes, plots, incidents and/or information/details in the text with arguments and supporting evidences.</p> <p>C6: Compares and contrasts two or more texts with arguments and supporting evidence.</p> <p>C7: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.</p> <p>C8: Participates in group discussions and responds appropriately to others points of view.</p>
<p><b>Remarks on the Progression:</b> The wide variety of textual materials become increasingly complex and derived from different genres and subjects. The expectation grows from development of reading strategies, comprehension and interpretation to independent analysis and evaluation.</p>	

<b>Reading</b>	
<b>LOs &amp; Indicators of Class IX</b>	<b>LOs &amp; Indicators of Class X</b>
<p><b>LO14: Reads with understanding information in his environment outside the schools as in hoardings, advertisements, product labels, visiting marketplace, etc.</b></p> <p>C1: Identifies authentic material and environmental print from the surroundings and shares it in class.</p> <p>C2: Elicits information about a product, event, social cause etc., from the selected authentic material and environmental print.</p> <p>C3: Analyses the use of language and non-textual clues (logos, symbols etc.) in the authentic material and environmental print and infers the purpose and intended message of the persuasive text for the intended audience.</p> <p>C4: Critically examines the use of language in the authentic material and environmental print.</p> <p>C5: Evaluates the messages conveyed by advertisements in different forms, e.g. product labels, sales pamphlets and brochures.</p>	<p><b>LO16: Draws references from books, newspapers, internet, etc., and interprets using analytical skills.</b></p> <p>C1: Selects references from a variety of sources to complete an assignment.</p> <p>C2: Summarises the major points of discussion.</p> <p>C3: Analyses the source to verify its authenticity and reliability.</p> <p>C4: Compares and contrasts two or more sources with arguments and supporting evidences.</p> <p>C5: Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.</p>
<p><b>LO21: Reads literary texts for enjoyment/pleasure and compares, interprets, and appreciates characters, themes, plots, and incidents and gives opinion.</b></p> <p>C1: Selects a wide range of texts to read from the library, borrowed from a friend or teacher etc.</p> <p>C2: Summarises the text in own words.</p> <p>C3: Expresses joy in reading a wide variety of texts.</p> <p>C4: Analyses the characters, themes, plots, incidents and/or information in the text.</p> <p>C5: Compares and contrasts two or more texts with arguments and supporting evidence.</p> <p>C6: Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.</p>	<p><b>LO8: Reads stories and literary texts, both fiction and non-fiction, with understanding for pleasure and enjoyment and discusses about these.</b></p> <p>C1: Selects a wide range of texts to read from the library, borrowed from a friend or teacher etc.</p> <p>C2: Summarises the text in own words.</p> <p>C3: Expresses joy in reading a wide variety of texts.</p> <p>C4: Analyses the characters, themes, plots, incidents and/or information in the text.</p> <p>C5: Compares and contrasts two or more texts with arguments and supporting evidences.</p> <p>C6: Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.</p>
<p><b>Remarks on the Progression:</b> Reading for pleasure and subsequent discussion is an important affective outcome in both classes.</p>	



<i>Reading</i>	
<i>LOs &amp; Indicators of Class IX</i>	<i>LOs &amp; Indicators of Class X</i>
<p><b>LO22: Explains specific features of different literary genres for interpretation and literary appreciation.</b></p> <p>C1: Engages with text material of different literary genres, identifies, and critically discusses the genre-specific literary devices and conventions used in the text.</p> <p>C2: Engages with a literary text and explores the effect of the writer’s use of language and structure supported by textual references.</p> <p>C3: Engages with a literary text, evaluates its content and discusses its relevance from diverse perspectives.</p> <p>C4: Examines the social and cultural issues presented in a literary text, develops an argument and writes a cohesive paragraph.</p> <p>C5: Uses specific literary conventions and style of a literary genre and creates a genre-specific text.</p> <p>C6: Lists content-related vocabulary used in a science or social science text and explains its need and usefulness in the given context.</p> <p><b>LO23: Identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.</b></p> <p>C1: Identifies literary elements in the given text and/or in unseen texts.</p> <p>C2: Expresses joy while reading/listening to texts with literary elements.</p> <p>C3: Uses literary elements from known texts creatively and imaginatively in own speech and writing for added effect and impact.</p>	<p><b>LO9: Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions and the poet’s or the writer’s point of view.</b></p> <p><b>LO27: Identifies significant literary elements such as figurative language — metaphor, imagery, symbol, simile, intention or point of view, rhyme scheme, etc.</b></p> <p>C1: Expresses joy while reading/listening to texts with literary elements.</p> <p>C2: Identifies significant literary elements in the given text or in unseen texts.</p> <p>C3: Employs literary elements from known texts creatively and imaginatively in own speech and writing for added effect and impact.</p> <p>C4: Compares and contrasts the structure of two or more texts by analysing how the different literary elements of each text contribute to its meaning and style.</p> <p>C5: Analyses and reflect on a range of responses to a literary work and determine the extent to which the literary elements in work shaped those responses.</p> <p><b>LO25: Uses formulaic and idiomatic expressions in speech and writing.</b></p> <p><b>LO26: Makes use of collocations and idioms in speech and writing.</b></p> <p>C1: Identifies the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>C2: Analyses idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>C3: Analyses the impact of specific word choices on the meaning and tone.</p>
<p><b>Remarks on the Progression:</b> Literary appreciation is expected to become more layered and nuanced over time. There is increasing emphasis on the appreciation of literary devices and figurative language through their use, in addition to their identification.</p>	

<b>Reading</b>	
<b>LOs &amp; Indicators of Class IX</b>	<b>LOs &amp; Indicators of Class X</b>
	<p><b>LO28: Uses the figurative meaning of words and phrases as given in the texts read.</b></p> <p>C1: Identifies and uses the literal and figurative meanings of words and writes word derivations.  C2: Distinguishes between the denotative and connotative meanings of words.  C3: Analyses in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
<b>Writing</b>	
<b>LOs &amp; Indicators of Class IX</b>	<b>LOs &amp; Indicators of Class X</b>
<p><b>LO9: Writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme.</b></p> <p>C1: Writes on a given theme.  C2: Organises writing with a proper beginning, middle and end.  C3: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.  C4: Uses grammatically correct sentences.  C5: Uses spellings and conventions of punctuation and capitalisation accurately.  C6: Employs language that is appropriate to the purpose, setting and audience.</p>	<p><b>LO11: Writes paragraphs, narratives, etc., by planning revising, editing, rewriting, and finalising.</b></p> <p><b>LO12: Writes reports of functions in school, family, and community activities.</b></p> <p>C1: Writes using the process writing approach, i.e. pre-writing, drafting, revising, editing, and preparing the final draft (publishing).  C2: Organises writing with a proper beginning, middle and end.  C3: Organises the sequence of events in a chronological/logical order.  C4: Reports information/details correctly with descriptive details, if applicable.  C5: Uses examples, definitions, scenarios etc., for clarity of expression.  C6: Employs narrative techniques such as dialogue, description, and reflection, to develop experiences, events, and/or characters.  C7: Expresses ideas with interconnectedness and a logical flow.  C8: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.</p>
<b>Remarks on the Progression:</b> Process writing emerges as an important approach to master over time for becoming an independent and effective writer.	



<b>Writing</b>	
<b>LOs &amp; Indicators of Class IX</b>	<b>LOs &amp; Indicators of Class X</b>
	<p>C9: Uses grammatically correct sentences.</p> <p>C10: Uses spellings and conventions of punctuation and capitalisation accurately.</p> <p>C11: Employs language that is appropriate to the purpose, setting and audience.</p>
<p><b>LO10: Writes letters both formal and informal, invitations, advertisements, notices, slogans, messages, and e-mails.</b></p> <p>C1: Uses appropriate formats for the writing task.</p> <p>C2: Organises writing with a proper beginning, middle and end.</p> <p>C3: Justifies a position with arguments and supporting evidences to effectively communicate the intended message and persuade the audience.</p> <p>C4: Provides solutions to the central problem wherever applicable e.g. a letter to the editor or a debate.</p> <p>C5: Uses grammatically correct sentences.</p> <p>C6: Uses spellings and conventions of punctuation and capitalisation accurately.</p> <p>C7: Employs language that is appropriate to the purpose, setting and audience.</p> <p>C8: Uses language creatively and imaginatively.</p>	<p><b>LO13: Writes personal, official and business letters, articles, debates, paragraphs based on visual or verbal clues, textual inputs, etc.</b></p> <p>C1: Uses appropriate formats for the writing task.</p> <p>C2: Interprets the given inputs/clues appropriately to formulate a response.</p> <p>C3: Organises writing with a proper beginning, middle and end.</p> <p>C4: Justifies a position with arguments and supporting evidences to effectively communicate the intended message and persuade the audience.</p> <p>C5: Provides solutions to the central problem wherever applicable e.g. a letter to the editor or a debate.</p> <p>C6: Expresses ideas with interconnectedness and a logical flow.</p> <p>C7: Uses grammatically correct sentences.</p> <p>C8: Uses spellings and conventions of punctuation and capitalisation accurately.</p> <p>C9: Employs language that is appropriate to the purpose, setting and audience.</p>
<p><b>Remarks on the Progression:</b> For making writing even more effective and precise, topics for writing are gradually accompanied by a range of clues/inputs.</p>	



<b>Writing</b>	
<b>LOs &amp; Indicators of Class IX</b>	<b>LOs &amp; Indicators of Class X</b>
<p><b>LO11: Writes short dialogues and participates in role plays, skits, street plays, etc., for the promotion of social causes like <i>Beti Bachao Beti Padhao</i>, <i>Swachh Bharat Abhiyaan</i>, human trafficking, conservation of environment, child labour, drug abuse, promotion of literacy, etc.</b></p> <p>C1: Identifies contemporary issues and challenges in society.            C2: Debates and reflects on topics related to social issues.            C3: Suggests solutions to social issues by furnishing strong rationale and justification.            C4: Demonstrates compelling performances for raising awareness about social issues by taking the initiative to organise them.            C5: Writes dialogue, scripts etc. with classmates to effectively depict social issues and provide realistic solutions.            C6: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.            C7: Uses grammatically correct sentences.            C8: Uses spellings and conventions of punctuation and capitalisation accurately.            C9: Employs language that is appropriate to the purpose, setting and audience.</p>	<p><b>LO31: Writes scripts and participates in role play, skit, street plays for the promotion of social issues like <i>Beti Bachao Beti Padhao</i>, <i>Swachh Bharat Abhiyaan</i>, conservation of environment, child labour, drug abuse, and promotion of literacy, etc.</b></p> <p>C1: Identifies contemporary issues and challenges in society.            C2: Debates and reflects on topics related to social issues.            C3: Suggests solutions to social issues by furnishing strong rationale and justification.            C4: Demonstrates compelling performances for raising awareness about social issues by taking the initiative to organise them.            C5: Writes dialogue, scripts etc. individually/in groups to effectively depict social issues and provide realistic solutions.            C6: Expresses ideas with interconnectedness and a logical flow.            C7: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.            C8: Uses grammatically correct sentences.            C9: Uses spellings and conventions of punctuation and capitalisation accurately.            C10: Employs language that is appropriate to the purpose, setting and audience.</p>
<p><b>Remarks on the Progression:</b> The expectation grows from writing and participating in short dialogues, role plays and skits to lengthier and more complex scripts on a wide variety of contemporary social issues and concerns.</p>	
<p><b>LO13: Takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises.</b></p> <p>C1: Takes notes during verbal/visual presentations that capture the key points of a discussion.            C2: Uses the notes to prepare a summary of the presentation and communicate the main idea.</p>	<p><b>LO21: Takes and makes notes while listening to TV news, discussions, speech, reading aloud or silent reading of texts, etc., and summarises.</b></p> <p>C1: Takes notes during verbal/visual presentations that capture the key points of discussion.            C2: Uses the notes to prepare a summary of the presentation and communicate the main idea.</p>
<p><b>Remarks on the Progression:</b> Taking notes and summarising diverse inputs is common in both classes.</p>	



**Writing**

**LOs & Indicators of Class IX**

**LO15: Organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes.**

- C1: Uses precise words and phrases, telling details, to convey a vivid picture of the experiences, events, setting, and/or characters in writing.
- C2: Analyses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop a written piece with different events, settings, and characters in small groups.
- C3: Engages and orients the speaker/reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, by introducing a narrator and/or characters.
- C4: Provides appropriate and critical feedback/response to a specific context or situation and shares opinion verbally with a wider sense of audience (e.g., school assembly, online platform etc.)

**LO24: Writes short stories and composes poems on the given theme or on their own.**

- C1: Identifies and writes creative and imaginative settings, plots and characters for stories on the selected/given theme.
- C2: Composes poems (rhyming or unrhymed) with a sense of rhythm and meter using familiar literary elements on the selected/given theme.
- C3: Employs a style of writing that is creative, imaginative and relevant to the theme of the story/poem.
- C4: Organises writing with a proper beginning, middle and end.
- C5: Uses grammatically correct sentences.
- C6: Uses spellings and conventions of punctuation and capitalisation accurately.

**LOs & Indicators of Class X**

**LO4: Uses language appropriate to purposes and perspectives.**

- C1: Demonstrates command of the conventions of appropriate word choice, grammar, and sentence structure that are appropriate to the purpose, setting and audience.
- C2: Employs verbal and non-verbal strategies effectively e.g. eye contact, voice modulation, intonation, facial expressions and body movements that are appropriate to the purpose, setting and audience.

**LO5: Talks on key contemporary issues like social justice, environment, gender, etc., in speech and writing.**

- C1: Critiques and expresses opinions on contemporary issues.
- C2: Justifies a position with arguments and supporting evidences to effectively communicate the intended message and persuade the audience.
- C3: Provides solutions to the central problem.
- C4: Organises writing with a proper beginning, middle and end.
- C5: Expresses ideas with interconnectedness and a logical flow.
- C6: Uses grammatically correct sentences.
- C7: Uses spellings and conventions of punctuation and capitalisation accurately.
- C8: Employs language that is appropriate to the purpose, setting and audience.

**Remarks on the Progression:** There is an emphasis on creative expression through various forms in both classes. In class X, the expectation grows from formulating opinions on diverse themes and issues to critically examining them through different perspectives. Texts become increasingly complex.

<i>Writing</i>	
<i>LOs &amp; Indicators of Class IX</i>	<i>LOs &amp; Indicators of Class X</i>
	<p><b>LO7: Reads, comprehends, and responds to complex texts independently.</b></p> <p>C1: Summarises complex texts in own words.</p> <p>C2: Employs reading strategies like skimming, scanning and predicting to comprehend complex texts independently.</p> <p>C3: Infers the meanings of unfamiliar words by analysing the parts of the words (suffixes, prefixes, synonyms, antonyms etc.) and/or using evidence from the text.</p> <p>C4: Infers both the explicit and implicit meanings of complex texts.</p> <p>C5: Analyses the writer’s point of view, characters, themes, plots, incidents and/or information in the text.</p> <p>C6: Compares and contrasts two or more texts with arguments and supporting evidence.</p> <p>C7: Organises writing with a proper beginning, middle and end.</p> <p>C8: Expresses ideas with interconnectedness and a logical flow.</p> <p>C9: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.</p> <p>C10: Uses grammatically correct sentences.</p> <p>C11: Uses spellings and conventions of punctuation and capitalisation accurately.</p> <p>C12: Employs language that is appropriate to the purpose, setting and audience.</p> <p>C13: Uses language creatively and imaginatively.</p>
	<p><b>LO17: Speaks or writes on variety of themes.</b></p> <p>C1: Identifies themes in a piece of writing, short film etc.</p> <p>C2: Critically examines the writer’s point of view on a theme and supports/contradicts it with arguments and supporting evidence.</p> <p>C3: Compares and contrasts two or more themes with opposing/similar perspectives with arguments and supporting evidences.</p> <p>C4: Organises writing with a proper beginning, middle and end.</p> <p>C5: Expresses ideas with interconnectedness and a logical flow.</p> <p>C6: Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.</p> <p>C7: Uses grammatically correct sentences.</p> <p>C8: Uses spellings and conventions of punctuation and capitalisation accurately.</p> <p>C9: Employs language that is appropriate to the purpose, setting and audience.</p>



<b>Writing</b>	
<b>LOs &amp; Indicators of Class IX</b>	<b>LOs &amp; Indicators of Class X</b>
<p><b>LO16: Interprets map, graph, table to speak or write a paragraph based on interpretation.</b></p> <p>C1: Interprets the details given in a map, graph, table etc.            C2: Writes a paragraph based on the interpretation in own words.            C3: Organises writing with a proper beginning, middle and end.            C4: Uses grammatically correct sentences.            C5: Uses spellings and conventions of punctuation and capitalisation accurately.            C6: Employs language that is appropriate to the purpose, setting and audience.            C7: Uses language creatively and imaginatively.</p>	<p><b>LO14: Evaluates content presented in print and in different genres/formats and presents content using symbols, graphs, diagrams, etc.</b></p> <p>C1: Transforms the format of a text into a graphic organiser, e.g. a story map, word web and flow chart.            C2: Describes the graphic organiser in own words in the form of a presentation.</p>
<p><b>Remarks on the Progression:</b> Diverse non-literary inputs are provided in both classes. The emphasis gradually shifts from interpreting the inputs to evaluating them as well. The expectation is also to collect and present information/data from different sources.</p>	
	<p><b>LO19: Provides facts and background knowledge in areas such as science and social science and presents viewpoints based on those facts</b></p> <p>C1: Selects facts and background knowledge on different subjects by consulting diverse sources.            C2: Critically examines issues related to different subjects.            C3: Constructs a point of view on a text using evidence from the text, background knowledge about the topic and/or from past experiences.</p> <p><b>LO30: Develops questions for collecting data for survey on relevant issues.</b></p> <p>C1: Identifies a relevant issue for conducting a survey along with sources for data collection.            C2: Plans the different steps for conducting the survey (individually/in groups).            C3: Frames and asks relevant questions for the survey.            C4: Summarises the survey responses.            C5: Interprets the survey responses in the form of an oral or written presentation.            C6: Organises and displays information on charts, maps, graphs etc.</p>

<b>Writing</b>	
<b>LOs &amp; Indicators of Class IX</b>	<b>LOs &amp; Indicators of Class X</b>
<p><b>LO26: Uses bilingual and multilingual abilities to comprehend a text and participates in activities like translations and bilingual and multilingual discourses on various themes.</b></p> <p>C1: Summarises in English the message conveyed in an oral or written presentation on various themes given in any familiar language (including English), e.g. a poem, a public-awareness video/advertisement, a speech by a local/national leader and a news item.</p> <p>C2: Critically analyses the use of language in an oral or written presentation on various themes given in any familiar language (including English) and creates a similar oral or written presentation in English, expressing a personal point of view.</p> <p>C3: Elicits information and infers the meaning from visual inputs in the form of infographics, tables, charts, diagrams etc. given in any familiar language (including English).</p> <p>C4: Justifies the need and advantages of creating discourses in multiple languages in a multilingual country and suggests ways for creatively reaching a wider audience through a wide variety of oral and written presentations for various purposes, e.g. social awareness and advertising.</p> <p>C5: Designs creative oral and written presentations on various themes in familiar languages (including English) for reaching a wider audience for various purposes e.g. a street play on a social issue, an awareness campaign on Covid awareness, speech to parents during annual day/PTA meeting and a cleanliness drive in the neighbourhood with slogans, speeches, placards, pamphlets etc.</p>	<p><b>LO6: Participates in bilingual or multilingual discourses on various themes.</b></p> <p><b>LO32: Uses bilingual or multilingual ways to exchange ideas or disseminating information with the help of ICT, PPT, role play, street play, drama, written scripts, etc.</b></p> <p>C1: Summarises in English the message conveyed in an oral or written presentation on various themes given in any familiar language (including English), e.g. a poem, a public-awareness video/ advertisement, a speech by a local/national leader and a news item.</p> <p>C2: Critically analyses the use of language in an oral or written presentation on various themes given in any familiar language (including English) and creates a similar oral or written presentation in English, expressing a personal point of view.</p> <p>C3: Elicits information and infers the meaning from visual inputs in the form of infographics, tables, charts, diagrams etc. given in any familiar language (including English).</p> <p>C4: Justifies the need and advantages of creating discourses in multiple languages in a multilingual country and suggests ways for creatively reaching a wider audience through a wide variety of oral and written presentations for various purposes, e.g. social awareness and advertising.</p> <p>C5: Designs creative oral and written presentations on various themes in familiar languages (including English) to effectively depict social issues and provide realistic solutions to a wider audience e.g. a street play on a social issue, an awareness campaign on Covid awareness, speech to parents during annual day/PTA meeting and a cleanliness drive in the neighbourhood with slogans, speeches, placards, pamphlets etc.</p>
<p><b>Remarks on the Progression:</b> The type of bilingual and multilingual discourses become more elaborate over time, with a greater sense of audience and purpose.</p>	



<b>Writing</b>	
<b>LOs &amp; Indicators of Class IX</b>	<b>LOs &amp; Indicators of Class X</b>
<p><b>LO30: Recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.</b></p> <p>C1: Identifies attitudes, values, practices etc. of diverse cultures in a text.</p> <p>C2: Summarises the cultural experience and representation of diversity in own words.</p> <p>C3: Critically examines the culture experience in a text with sensitivity and discusses the point of view of the writer, geographical and cultural context, time period etc.</p> <p>C4: Justifies a position with arguments and supporting evidences to effectively communicate the intended message and persuade the audience.</p> <p>C5: Organises writing with a proper beginning, middle and end.</p> <p>C6: Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.</p> <p>C7: Uses grammatically correct sentences.</p> <p>C8: Uses spellings and conventions of punctuation and capitalisation accurately.</p> <p>C9: Employs language that is appropriate to the purpose, setting and audience.</p> <p>C10: Uses language creatively and imaginatively.</p>	<p><b>LO15: Analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing.</b></p> <p><b>LO33: Recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class.</b></p> <p>C1: Identifies attitudes, values, practices etc. of diverse cultures in a text.</p> <p>C2: Summarises the cultural experience/point of view in own words.</p> <p>C3: Critically examines the culture experience in a text with sensitivity and discusses the point of view of the writer, geographical and cultural context, time period etc.</p> <p>C4: Justifies a position with arguments and supporting evidences to effectively communicate the intended message and persuade the audience.</p> <p>C5: Organises writing with a proper beginning, middle and end.</p> <p>C6: Expresses ideas with interconnectedness and a logical flow.</p> <p>C7: Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.</p> <p>C8: Uses grammatically correct sentences.</p> <p>C9: Uses spellings and conventions of punctuation and capitalisation accurately.</p> <p>C10: Employs language that is appropriate to the purpose, setting and audience.</p> <p>C11: Uses language creatively and imaginatively.</p>
<p><b>Remarks on the Progression:</b> The expectation grows from recognising and appreciating cultural experiences to analysing them as well.</p>	

<i>Language (vocabulary, conventions, and grammar)</i>	
<i>LOs &amp; Indicators of Class IX</i>	<i>LOs &amp; Indicators of Class X</i>
<p><b>LO12: Uses appropriate punctuation marks and correct spelling of words while taking down dictation.</b></p> <p>C1: Identifies a word based on its pronunciation and writes the correct spelling of the word while taking down dictation.</p> <p>C2: Uses appropriate punctuation marks while representing an oral presentation in writing.</p> <p>C3: Justifies the addition/deletion of punctuation marks in appropriate places, indicating the ability to comprehend the meaning of an oral presentation.</p> <p><b>LO17: Edits passages with appropriate punctuation marks, grammar and correct spelling.</b></p> <p>C1: Identifies errors in punctuation, grammar and spelling manifested in a passage while editing.</p> <p>C2: Rectifies errors in punctuation, grammar and spelling in a passage while editing.</p> <p>C3: Examines how a passage with errors in punctuation, grammar and spelling affects the written message and compares it with the edited passage that conveys the intended message more effectively.</p>	<p><b>LO20: Takes down dictation using appropriate punctuation marks and correct spelling of the words dictated.</b></p> <p>C1: Writes the correct spellings of words during dictation.</p> <p>C2: Uses appropriate punctuation marks while representing an oral presentation in writing.</p>
<p><b>Remarks on the Progression:</b> Using accurate spellings and punctuation marks is common in both classes.</p>	
<p><b>LO18: Uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc.</b></p> <p>C1: Uses contextually appropriate grammatical items to convey a message with clarity and precision.</p>	<p><b>LO22: Uses grammatical items appropriate to the context in speech and writing.</b></p> <p><b>LO24: Uses words according to the context and delineate it in speech and writing.</b></p> <p>C1: Uses contextually appropriate grammatical items/words to convey a message with clarity and precision.</p>
<p><b>Remarks on the Progression:</b> Grammar items are expected to be used in familiar and unfamiliar contexts in both classes.</p>	



<i>Language (vocabulary, conventions, and grammar)</i>	
<i>LOs &amp; Indicators of Class IX</i>	<i>LOs &amp; Indicators of Class X</i>
<p><b>LO19: Uses words, phrases, idioms and word chunks for meaning-making in contexts.</b></p> <p>C1: Identifies words, phrases, idioms and word chunks in written texts.</p> <p>C2: Infers the meaning of words, phrases, idioms and word chunks.</p> <p>C3: Compares two or more texts to identify similarities and differences in the use of words, phrases, idioms and word chunks.</p> <p>C4: Critically examines the different shades of meanings of words.</p>	<p><b>LO23: Uses grammatical items as cues for reading comprehension such as tense, reported speech, conjunctions, and punctuation.</b></p> <p>C1: Identifies grammatical items in written texts.</p> <p>C2: Infers the meaning of written texts based on grammatical cues.</p> <p>C3: Compares two or more texts to identify similarities and differences in the use of grammatical items.</p>
<p><b>Remarks on the Progression:</b> Comprehension is supported by examining chunks of language and gradually through analysis of grammar use.</p>	
<p><b>LO20: Understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus, and digital facilities.</b></p> <p>C1: Infers the meanings of unfamiliar words by analysing the parts of the words (suffixes, prefixes, synonyms, antonyms etc.) and/or using evidence from the text.</p> <p>C2: Validates the inferred meanings of unfamiliar words by consulting the dictionary, thesaurus and/or digital sources.</p> <p>C3: Uses the appropriate meaning of a word in a given text by consulting the dictionary, thesaurus and digital sources.</p>	<p><b>LO18: Consults or refers to dictionary, periodicals, and books for academic and other purposes; and uses them in speech and writing.</b></p> <p>C1: Validates the inferred meanings of unfamiliar words by referring to the dictionary.</p> <p>C2: Analyses the form and use of language (vocabulary, conventions, and grammar) by referring to the dictionary or other academic sources.</p> <p>C3: Consults academic publications to select relevant information and construct a response.</p>
<p><b>Remarks on the Progression:</b> In class IX, referencing skills help comprehend or verify contextual meanings. Referencing skills are further developed in class X for deeper analysis and use of language.</p>	



<i>Language (vocabulary, conventions, and grammar)</i>	
<i>LOs &amp; Indicators of Class IX</i>	<i>LOs &amp; Indicators of Class X</i>
<p><b>LO23: Identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.</b></p> <p>C1: Identifies literary elements in the given text and/or in unseen texts.</p> <p>C2: Expresses joy while reading/listening to texts with literary elements.</p> <p>C3: Uses literary elements from known texts creatively and imaginatively in own speech and writing for added effect and impact.</p>	<p><b>LO9: Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions and the poet's or the writer's point of view.</b></p> <p><b>LO27: Identifies significant literary elements such as figurative language — metaphor, imagery, symbol, simile, intention or point of view, rhyme scheme, etc.</b></p> <p>C1: Identifies literary elements in the given text or in unseen texts.</p> <p>C2: Expresses joy while reading/listening to texts with literary elements.</p> <p>C3: Uses literary elements from known texts creatively and imaginatively in own speech and writing for added effect and impact.</p> <p>C4: Compares and contrasts the structure of two or more texts by analysing how the different literary element of each text contributes to its meaning and style.</p> <p>C5: Examines a range of responses to a literary work and formulates a point of view.</p>
<p><b>Remarks on the Progression:</b> There is increasing emphasis on the appreciation of literary devices and figurative language through their use, in addition to their identification.</p>	
	<p><b>LO25: Uses formulaic and idiomatic expressions in speech and writing.</b></p> <p><b>LO26: Makes use of collocations and idioms in speech and writing.</b></p> <p><b>LO28: Uses the figurative meaning of words and phrases as given in the texts read.</b></p> <p>C1: Identifies conventions and figurative use of language.</p> <p>C2: Infers literal and figurative meanings.</p> <p>C3: Distinguishes between literal and figurative meanings.</p> <p>C4: Analyses the impact of specific word choices on the meaning and tone.</p>



# 10. Sample Pedagogical Processes and Assessment Strategies for Classroom Purposes

The sample pedagogical processes and assessment strategies in this section are for one lesson each from class IX and X. From class IX (Beehive), we have a prose piece, 'The Fun They Had' by Isaac Asimov, a science-fiction story set in the future by a writer who has inspired scientific writing and innovation for generations. From class X (First Flight), we have the poem 'A Tiger in the Zoo' by Leslie Norris. The poem touches upon the contemporary issue of man-animal conflict. Both exemplars are organised into the stages of pre-reading while reading and post-reading.

The exemplar from class IX is given in the form of a sample lesson plan for eight periods of forty minutes each. It illustrates how a teacher can design an inclusive lesson plan, especially for a classroom where learners with special needs have resource material and tasks that support their learning. This exemplar makes a case in point for inclusive practices in all classrooms where learners have diverse needs and require adaptive lesson plans and assessment strategies. The exemplar from class X offers a bouquet of options for the pre-reading and post-reading stage with indicative time durations, highlighting the choices one can make as a practitioner depending on a variety of factors like the nature of the text, availability of time and resources, interests, and context of the learners etc.

The two texts are chosen as exemplars to highlight the many ways of working on prose and poetry at the secondary level. A variety of options for both the pedagogical processes and assessment strategies are provided for careful consideration and selection. These pedagogical processes attempt to make the activities learner centered, learning outcome centered, and assessment centered. The multilingual abilities of learners are drawn as a resource to discover and appreciate unique features of different languages, including English. Such pedagogical processes strengthen the transferability of language skills, and opportunities for the same must be explored throughout the school year and not on chance occasions. The flipped classroom approach is also explored where majority of the planning and work for a language task, e.g., a project, is done outside the classroom at home, in the library etc. The overall purpose of the sample pedagogical processes is to help the teachers to select, contextualise and generate suitable pedagogical processes and strategies for the teaching of diverse literary texts and not to prompt them to replicate them in the classroom. The key principles of art integration and inclusive pedagogy are also kept in mind while designing the pedagogical processes and assessment strategies.

The formative nature of assessment is also illustrated through interesting and thought-provoking strategies. The option of an 'open textbook' assessment for any school-based assessment is also explored where learners can refer to their own notes and textbooks or material from different sources to respond to critical thinking and creative language tasks. A wide variety of summative assessment strategies as alternatives to standard pen-paper tests are also suggested. Learning Outcomes and corresponding indicators are given alongside. These work as an anchor for pedagogy and assessment and present the opportunity to design creative classroom experiences for teaching English.

## 10.1 Class IX

### 'The Fun They Had' by Isaac Asimov (science fiction from 'Beehive' textbook)

These sample pedagogical processes and assessment strategies for class IX attempt to integrate Fine arts and theatre in the teaching-learning of English language at the secondary stage. Language learning includes contours of expression, hence, integrating art as pedagogical and assessment tool provides a space and natural ability to communicate thoughts and expression. This integration is meant not only to make the learning process joyful, but also to enable the learner to imbibe a greater appreciation and understanding of the art form being utilized for this purpose.

#### Learning Outcomes and Indicators

##### Speaking and Listening

#### **LO4: Speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar.**

- C1. Responds appropriately to a short conversation, standard greetings, and simple requests.
- C2. Demonstrates and adjusts speaking techniques (e.g., appropriate eye contact, pacing, non-verbal cues, word choice) for a variety of purposes and situations.
- C3. Demonstrates command of appropriate grammar and pronunciation by adapting speech to a variety of contexts and tasks.
- C4. Develops a skit/play to present one's views and thoughts and employs effective and appropriate verbal and non-verbal communication strategies (e.g., facial expressions, gestures, eye contact, body movement and posture).

##### Reading

#### **LO21: Reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.**

- C1. Chooses a wide range of literary texts to read from the library.
- C2. Talks about literary texts given in the textbook, chosen from the library etc. and relates them to personal experiences.

#### **LO7: Reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising.**

#### **LO8: Reads silently with comprehension and interprets layers of meaning.**

- C1. Locates information from the given text.
- C2. Draws conclusions by reading between the lines using evidences from the text, background knowledge about the topic and/or from past experiences.

##### Writing

#### **LO9: Writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme.**

- C1. Writes paragraphs and reports using vocabulary that is relevant to the theme.
- C2. Constructs grammatically correct sentences with clarity of expression.
- C3. Writes short answers, paragraphs and reports with well-connected ideas in a logical flow (coherence) for smooth reading.
- C4. Uses language creatively and imaginatively with a wide range of vocabulary while drafting written responses.



### **Learning Outcomes and Indicators**

#### **Writing**

**LO10: Writes letters both formal and informal, invitations, advertisements, notices, slogans, messages, and e-mails.**

- C1. Uses appropriate formats for the writing task.
- C2. Organises writing with a proper beginning, middle and end.
- C3. Justifies a position with arguments and supporting evidences to effectively communicate the intended message and persuade the audience.
- C4. Provides solutions to the central problem wherever applicable, e.g., a letter to the editor or a debate.
- C5. Uses grammatically correct sentences.
- C6. Uses spellings and conventions of punctuation and capitalisation accurately.
- C7. Employs language that is appropriate to the purpose, setting and audience.

#### **Language**

**LO20: Understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus, and digital facilities.**

- C1. Infers the meanings of unfamiliar words by analysing the parts of the words (suffixes, prefixes, synonyms, antonyms etc.) and/or using evidences from the text.
- C2. Validates the inferred meanings of unfamiliar words by consulting the dictionary, thesaurus and/or digital sources.

**LO27: Uses Sign Language to communicate with fellow learners with hearing impairment in an inclusive set up.**

- C1. Employs Sign Language to express one's point of view.

**Subject and art integration:** Fine arts and theatre

**Time required:** 8 periods of 40 minutes each

**Pedagogical Processes**

**Assessment Strategies**

**Pre-reading**

*Content Domain: Speaking and Listening*

- The teacher asks the learners to speak to their parents and grandparents about the education system in their times. The teacher will ask the learners to get an A-4 sized sheet each and colour pencils. (Learners are encouraged to record this conversation in their home language/mother tongue. Learners can translate this conversation orally or in writing and share the audio/video translations with their classmates.<sup>1</sup>)
- Ice-breaker activity: Learners are asked to find out from each other how their parents and grandparents studied and the kind of schools they attended.
- The learners will be divided into three groups, and each group will be given a theme to sketch: a teaching-learning scene from a Gurukul set-up, a contemporary and a futuristic classroom.
- The learners will be asked to speak about the characteristics of each set-up and its value point. Please accept sign language or any other form of expression based on the individual student's needs and requirements<sup>2</sup>.
- Interaction with the learners on various systems of educational practices that have been followed.
- Discussion on the ways in which education was imparted in her/his grandparent's times when technology was not so easily available in schools and colleges. She/He traces the journey to the future and asks them to speculate about schools of the future.
- Learners will watch the video [The future of education: A Student's Perspective](https://youtu.be/0U3WN3f52x8) (https://youtu.be/0U3WN3f52x8). This video includes sign language translation. Learners can take notes while watching the video.
- Facilitate the discussion on the future of education and how Anna Nixon's passion for science and technology led her to establish STEM4Girls.

**Strategy 1: Group Discussion**

*Content Domain: Speaking and Listening (aligned to LO4; C1, C2 and C3)*

*Topic: Technology in education can never substitute/replace the teacher.*

- The teacher defines the topic by posting the following outline on the blackboard. For e.g., use of technology in education; uses of computers, LCD Projector and other mechanical devices for learning, education through the internet (Online/Digital Education).
- The teacher will introduce the following phrases which are useful to present the argument in the group discussion:

*'Friends, May I please have your attention for a few seconds \_\_\_\_\_ I agree with\_\_\_\_\_.'*

*'In my opinion' \_\_\_\_\_*

*'I fail to understand why' \_\_\_\_\_*

*'I whole heartedly support/oppose the view that' \_\_\_\_\_*

*'My worthy friend has submitted that' \_\_\_\_\_*

*'On the contrary' \_\_\_\_\_*

*'I firmly reject' \_\_\_\_\_*

*'I have a doubt' \_\_\_\_\_*

*'Friends, I agree with the views expressed by' \_\_\_\_\_*

- The teacher provides the general information and does not try to impose own views or opinion. The class is divided into groups of 5-10 learners per group, subject to the strength of the class, seating capacity of the classroom and special needs of the learners.
- The learners will discuss the topic within their group for five minutes. A group leader will represent each group. The teacher may shift the learners to a room with round tables where all the participants can be accommodated facing one another or a suitable seating arrangement can be made within the classroom situation to create a conducive environment for sharing of ideas. Group members will discuss and divide the points internally, so that everyone speaks and participates in the discussion.<sup>3</sup>

1 CE17: Develop multilingual competence through using multilingualism as a strategy for learning of languages and subjects.

2 CE14: Be sensitive to people in difficult circumstances, children with special needs, needs of elderly people, etc.

3 [Rubric for group discussion](#)



<i>Pedagogical Processes</i>	<i>Assessment Strategies</i>
<b>While reading</b>	
<p><i>Content Domain: Reading</i></p> <p>This story takes us to the world of the future, where computers will play a major role. Let learners talk freely about how they imagine the schools of the future that their own children might go to. Teacher may explain the ideas of ‘virtual reality’, ‘virtual classroom’ and ‘schools in the cloud (online learning)’. Facilitate discussion on learners understanding of what a robot is, and be able to guess what a robotic teacher would be.</p>	<p><i>Content Domain: Reading (aligned to LO7 and LO8; C1 and C5)</i></p> <ul style="list-style-type: none"> <li>• The class is divided into groups. Each group is assigned one extract from the book for intensive reader for 10 minutes. Each learner individually reads the assigned extract silently from the book. The teacher allocates each group a set of MCQs based on the assigned extract.</li> <li>• Each group is given three minutes to discuss the possible answers. Each learner attempts the questions individually on the provided answer sheet. The teacher monitors, guides and observes whether all the individuals have answered all the MCQs. All the groups are given the list of correct answers for self-evaluation. The leaders collect the self-evaluated answer sheets and hand them over to the teacher. The teacher instructs the learners to do all the worksheets on their own to ensure that the entire lesson is covered.<sup>4</sup></li> </ul>

4 [Sample worksheet](#)

## Pedagogical Processes

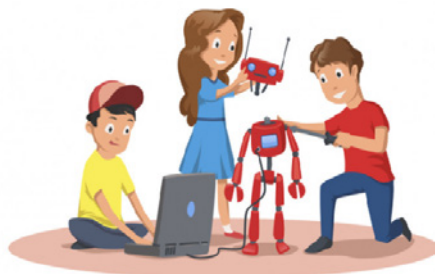
## Assessment Strategies

### Post-reading

#### Activity 1

*Content Domain: Reading, Language and Writing*

- The teacher will bring in resources like newspaper articles, videos, books and other realia to build on the discussion around the future of education. Learners will read the newspaper article about the futuristic school, called the [Astra Nova School](#) founded by Elon Musk.
- Facilitate discussions on how the school can accept applications from learners around the world, and how the learners in this school learn through live team games with learners around the world.



Children creating and coding a robot. Source: Good\_Stock/Stock

- Learners can watch, [The Future of Learning](#) by Sugata Mitra. In this video, he talks about the power of self-adaptive learning, his experiments done in rural India, where a group of children with internet access could learn the concepts by themselves.
- The teacher will ask learners to search and read books on the future of education, Artificial Intelligence, robotics etc. from the school library. Encourage learners to use a dictionary, thesaurus or any other digital facility to elicit meanings of the new words.
- The teacher will ask learners to write a letter to Margie or Tommy, set in the year 2157. Learners can write letters in pairs, one of the learners can be Margie (from the future) and the other can be from the present. They can exchange letters about any topic they would like to discuss, for e.g. the mechanical teacher of the future vs the present teacher.

#### Project work

*Content Domain: Reading (aligned to LO 20 and LO21; C1, C2 and C3)*

- Learners will choose a book from the school or community library on the future of education, Artificial Intelligence, robotics etc.
- The teacher will ask learners to maintain a 'Word Bank' wherein they will record all the new words they come across. They will record the new words with the help of a dictionary, thesaurus, or any other digital facility to elicit meanings.
- Learners will read and summarise the book/chapter of their choice and relate them to their personal experiences.
- Learners can present their book through any creative medium, be it oral, written or in any art form. Please accept all forms of response from learners with special needs.
- This activity could be used for grading as part of a portfolio.

#### Letter writing in pairs

*Content Domain: Writing (aligned to LO10; C1, C2, C3, C4, C5, C6)*

- The teacher will divide the class into pairs. One of the learners can be Margie, Tommy, or any other character from the future, and other learners can represent the learner from the present.
- Ask learners to write a letter to the future characters (e.g., Margie or Tommy) set in the year 2157. They can exchange letters about any topic they would like, e.g., the mechanical teacher of the future vs the present teacher.
- Rubric for letter writing should be used. Assessment criteria:
- Appropriate use of formats for drafting a letter, word limit, appropriate style or register, relevant vocabulary and audience and creative and imaginative use of language.
- Differentiated instructions: Learners with special needs can record a voice note or a video if writing is a challenge. If possible, the teacher can also arrange for a scribe.



<i>Pedagogical Processes</i>	<i>Assessment Strategies</i>
<b>Post-reading</b>	
<p><b>Activity 2</b></p> <p><i>Content Domain: Speaking and Listening, Writing</i></p> <ul style="list-style-type: none"> <li>• Discussion on the text: The discussion will be done with the help of the guided questions. For example, the teacher will ask why Tommy and Margie are astonished to see a book, why are the pages yellow and crinkly? Based on the reading, the learners will be asked whether Margie wants to attend a school just like the one her grandfather attended as a young boy?</li> <li>• An exchange of information on the different systems of education and a comparison of the system will be made.</li> <li>• Thereafter, the teacher divides the class into three groups. Each group is allotted one topic to present as a short skit. <ul style="list-style-type: none"> <li>◦ Group I would work on the 'Education system during the time of their grandparents'.</li> <li>◦ Group II would work on the 'Present Education System.'</li> <li>◦ Group III would work on 'Futuristic Learning- Schools of Future.</li> </ul> </li> <li>• After the three presentations, each group would be asked to write a paragraph summarising their views on the three systems of education.</li> <li>• Follow up activities, if time permits: <ul style="list-style-type: none"> <li>◦ A debate can be organised on the topic: The present system of Education is the best.</li> <li>◦ Learners can make a poster depicting futuristic schools/schools of the future.</li> </ul> </li> </ul>	<p><b>Short skit</b></p> <p><i>Content Domain: Speaking and Listening (aligned to LO4; C4, LO27; C1)</i></p> <p>Group work: Learners are divided into three groups. Group I, II and III. (Please refer to Activity 2 on the left)</p> <ul style="list-style-type: none"> <li>• The teacher should just define the general structure of the flow, and let the learners interact among themselves spontaneously. The teacher's role is to maintain learners' motivation by stimulating their curiosity and keeping the performance relevant to the topic and learning objectives.</li> <li>• The emphasis is on the process. Teachers can engage the learners in the topic by activating their background knowledge and set up an interactive display of items such as photographs, pictures, posters, books etc., so that the learners can obtain confidence and perform smoothly. Learners are also encouraged to create or use props.</li> <li>• Other learners should engage as audiences, and the teacher should facilitate them to notice their peers performance and give feedback. Audiences' reactions can contribute significantly to the feeling and experience of the performers and shape their performance in real-time.</li> <li>• The teacher can also prepare cards stating the roles that learners are responsible for by randomly selecting the roles for learners; using role-play cards can prevent them from selecting only the easy and less challenging roles.</li> <li>• Differentiated Instruction: Learners with special needs can use sign language or any other form of expression (presents a cartoon strip or any other form of expression).<sup>5</sup></li> </ul> <p><b>Paragraph writing</b></p> <p><i>Content Domain: Writing (aligned to LO9; C1, C2, C3, C4)</i></p> <p>Individual assignment: After the three presentations (refer to Activity 4), each group would be asked to write a paragraph summarising their views on the three systems of education. (100 words)</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> <li>• Relevant and wide range of vocabulary</li> <li>• Well-connected ideas in a logical flow</li> <li>• Grammatically correct sentences</li> <li>• Drafts of writing (pre-writing, writing, editing, publishing)</li> </ul> <p>Resources: Props and placards for the skit, A4 size sheet and colour pencils to sketch the theme, school or community library, smartboard/laptop, newspaper report: <a href="#">Astra Nova School</a>, videos: <a href="#">The future of education: A Student's Perspective by Anna Nixon</a>, <a href="#">The Future of Learning</a> by Sugata Mitra, rubrics for assessment, <a href="#">Sample assessment rubric for expressive skills using American Sign Language</a><sup>6</sup>, props for skit</p>

5 [Rubric for a short skit.](#)

6 Sample assessment rubric for expressive skills using American Sign Language is suggestive in nature. Teacher is encouraged to adapt and accommodate the rubric according to the learners' need.



## 10.2 Class X

### 'A Tiger in the Zoo' by Leslie Norris (poem from 'First Flight' textbook)

Learning Outcomes & Indicators	Pedagogical Processes	Assessment Strategies
<i>Pre-reading</i>		
<p><b>LO2: Listens to and discusses literary/nonliterary inputs in varied contexts to infer, interpret, and appreciate.</b></p> <p>C1. Infers the main idea, point of view, purpose, audience etc. by interpreting the verbal and non-verbal cues used by the speaker.</p> <p>C2. Expresses ideas with interconnectedness and a logical flow.</p> <p>C3. Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.</p>	<p><b>Watch and discuss a video</b> (20-30 mins)</p> <p>Watch the video 'BIG CATS like boxes too!' (<a href="#">link</a>) on the Big Cat Rescue channel on YouTube (2 mins 48 secs).</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> <li>• Why do you think the big cats are kept in such a setting?</li> <li>• What is the relationship between the big cats and their keepers? Support your answer with evidences from the video.</li> <li>• What would change if the big cats were in a 20 x 20 feet enclosure instead of the setting you see in the video?</li> <li>• What would this tell us about the relationship between the big cats and their keepers?</li> </ul>	<p>Watching a video; Participating in oral discussion (<i>whole group work</i>)</p>
<p><b>LO6: Participates in bilingual or multilingual discourses on various themes.</b></p> <p>C1. Summarises in English the message conveyed in an oral or written presentation on various themes given in any familiar language (including English) e.g. a poem, a public-awareness video/advertisement, a speech by a local/national leader and a news item.</p>	<p><b>Folktales and songs</b> (1 period of 40 mins)</p> <p>Share folktales and folk songs about tigers (or any other animal, preferably predatory in nature) from your community or locality. They can be in any language. Discuss how the folktales and songs capture the essence of the animal as the subject.</p>	<p>Sharing folktales and songs; Participating in oral discussion (<i>whole group work</i>)</p>



<b>Learning Outcomes &amp; Indicators</b>	<b>Pedagogical Processes</b>	<b>Assessment Strategies</b>
<b>Pre-reading</b>		
<p><b>LO16:Draws references from books, newspapers, internet, etc., and interprets using analytical skills.</b></p> <ul style="list-style-type: none"> <li>C1. Selects references from a variety of sources to complete an assignment.</li> <li>C2. Compares and contrasts two or more sources with arguments and supporting evidences.</li> <li>C3. Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.</li> </ul> <p><b>LO10:Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.</b></p> <ul style="list-style-type: none"> <li>C1. Compares and contrasts two or more texts with arguments and supporting evidences.</li> <li>C2. Participates in group discussions and responds appropriately to others point of view.</li> </ul>	<p><b>Find and talk about posters on wildlife conservation (1 period of 40 mins)</b></p> <p>This is to be done as a home assignment before the poem is introduced in class. Collect different posters on wildlife awareness, habitat conservation etc. Discuss how the posters effectively communicate the intended message.</p>	<p>Finding posters (<i>individual work</i>)</p> <p>Participating in oral discussion (<i>whole group work</i>)</p>

Learning Outcomes	Pedagogical Processes	Assessment Strategies
<b>While Reading</b>		
<p><b>LO8: Reads stories and literary texts, both fiction and non-fiction, with understanding for pleasure and enjoyment and discusses about these.</b></p> <p>C1. Expresses joy in reading a wide variety of texts.</p>	<p><b>Recite the poem</b> (15-20 mins)</p>	<p>Reciting the poem (<i>individual/whole group/group work</i>)</p>
<p><b>LO7: Reads, comprehends, and responds to complex texts independently.</b></p> <p>C1. Employs reading strategies like skimming, scanning and predicting to comprehend texts independently.</p> <p>C2. Analyses the writer’s point of view, characters, themes, plots, incidents and/or information/details in the text with arguments and supporting evidences.</p> <p>C3. Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.</p> <p><b>LO9: Appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions and the poet’s or the writer’s point of view.</b></p> <p><b>LO27: Identifies significant literary elements such as figurative language — metaphor, imagery, symbol, simile, intention or point of view, rhyme scheme, etc.</b></p> <p>C1. Identifies literary elements in the given text or in unseen texts.</p> <p>C2. Expresses joy while reading/listening to texts with literary elements.</p> <p><b>LO25: Uses formulaic and idiomatic expressions in speech and writing.</b></p> <p><b>LO26: Makes use of collocations and idioms in speech and writing.</b></p> <p>C1. Identifies the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>C2. Analyses the impact of specific word choices on the meaning and tone.</p>	<p><b>Analyse the poem and interpret layers of meaning (literary appreciation)</b> (2-3 periods of 40 mins each)</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> <li>• Find words from the poem that tell you about: place, time, action, emotion, colour, sound.</li> <li>• Are the sounds made by the tiger low or loud? Why do you think these words have been used in the poem and not others?</li> <li>• Why ‘should’ the tiger do the things mentioned in stanzas 2 and 3? How effectively does this word communicate the intention of the poet?</li> <li>• Which stanza of the poem can also be used for a human subject instead of a tiger?</li> <li>• What kind of relationship does the poet perceive between the tiger and the villagers? Respond with reference to stanza 3 of the poem.</li> <li>• Where do you think the last stanza takes place – in the zoo or in the jungle? Support your answer using evidences from the text.</li> <li>• Would it be easy to identify the subject of the poem if it did not have a title? What are the words that help the reader infer that the poem is about a tiger?</li> <li>• The last stanza describes the last voice heard by the tiger at night. In the poet’s opinion, what voices ‘should’ the tiger hear?</li> </ul> <p>Select any two questions and write their written responses.</p>	<p>Noticing the use of language in the poem (<i>individual/whole group work</i>)</p> <p>Participating in oral discussion (<i>whole group</i>)</p> <p>Completing an open-ended worksheet (<i>individual work</i>)</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>• Does the tiger stare blankly at the stars, or would you like to believe that there is something he thinks and feels?</li> <li>• Does the title do justice to the poem? What title would you use to replace it?</li> <li>• Refer to a thesaurus and find at least five more words that describe the sounds made by a tiger. Now find five words that describe the sounds made by the zoo visitors. What word would you use to describe the tiger’s sounds and the sounds made by the visitors?</li> <li>• <i>In addition, select two questions from the oral discussion.</i></li> </ul>



<i>Learning Outcomes</i>	<i>Pedagogical Processes</i>	<i>Assessment Strategies</i>
<b>While Reading</b>		
<p><b>LO11: Writes paragraphs, narratives, etc., by planning revising, editing, rewriting, and finalising.</b></p> <p>C1. Writes using the process writing approach, i.e. pre-writing, drafting, revising, editing, and preparing the final draft (publishing).</p> <p>C2. Constructs a personal point of view using evidences from the content, background knowledge about the topic and/ or from past experiences.</p> <p>C3. Uses grammatically correct sentences.</p> <p>C4. Uses spellings and conventions of punctuation and capitalisation accurately.</p>		

<i>Learning Outcomes</i>	<i>Pedagogical Processes and Assessment Strategies</i>
<b>Post-reading</b>	
<p><b>LO27: Identifies significant literary elements such as figurative language — metaphor, imagery, symbol, simile, intention or point of view, rhyme scheme, etc.</b></p> <p>C1. Employs literary elements from known texts creatively and imaginatively in own speech and writing for added effect and impact.</p> <p><b>LO11: Writes paragraphs, narratives, etc., by planning revising, editing, rewriting, and finalising.</b></p> <p>C1. Writes using the process writing approach i.e. pre-writing, drafting, revising, editing, and preparing the final draft (publishing).</p> <p>C2. Uses grammatically correct sentences.</p> <p>C3. Uses spellings and conventions of punctuation and capitalisation accurately.</p> <p>C4. Employs language that is appropriate to the purpose, setting and audience.</p> <p>C5. Uses language creatively and imaginatively.</p> <p><b>LO29: Assesses one’s own and peers’ work based on developed rubrics.</b></p>	<p><b>Compose a stanza (individual work)</b> <i>(2 periods of 40 mins each)</i></p> <p>Compose a new stanza for the poem, following the pattern and rhyme scheme of the two stanzas beginning with ‘He should...’ Share the first draft with another classmate for feedback. Incorporate the feedback by revising and editing the first draft to make the final draft.</p>

<i>Learning Outcomes</i>	<i>Pedagogical Processes and Assessment Strategies</i>
<i>Post-reading</i>	
<p><b>LO16: Draws references from books, newspapers, internet, etc., and interprets using analytical skills.</b></p> <p>C1. Selects references from a variety of sources to complete an assignment.</p>	<p><b>Find a YouTube video</b> (<i>group work</i>) (10-15 mins or home assignment)</p> <p>Pick a stanza from the poem – 1, 2 or 3. Find a YouTube video or part of a video that captures the movements of the tiger as depicted in the stanza.</p>
<p><b>LO16: Draws references from books, newspapers, internet, etc., and interprets using analytical skills.</b></p> <p>C1. Selects references from a variety of sources to complete an assignment.</p> <p><b>LO19: Provides facts and background knowledge in areas such as science and social science and presents viewpoints based on those facts.</b></p> <p>C1. Selects facts and background knowledge on different subjects by consulting diverse sources.</p> <p>C2. Critically examines issues related to different subjects.</p> <p>C3. Constructs a point of view on a text using evidence from the text, background knowledge about the topic and/or from past experiences.</p>	<p><b>Research a topic and make a presentation</b> (<i>group work</i>) (2-3 periods of 40 mins each with time for home assignment or flipped classroom approach)</p> <ul style="list-style-type: none"> <li>• Research material on wildlife sanctuaries from at least two reliable sources (online/offline). Do they seem any different from zoos? Do you think a tiger would be happy in such a sanctuary? Make a reflective presentation (oral or written).</li> <li>• Find out more about the poet’s life and views. Read a few of his other poems. Does he come across as a great lover of nature, or is ‘A Tiger in the Zoo’ an exception? Make a reflective presentation (oral or written).</li> </ul> <p>Share constructive feedback on the presentations made by the other groups using the given rubrics.</p>
<p><b>LO11: Writes paragraphs, narratives, etc., by planning revising, editing, rewriting, and finalising.</b></p> <p>C1. Reports information/details correctly with descriptive details, if applicable.</p> <p>C2. Uses examples, definitions, scenarios etc. for clarity of expression.</p> <p>C3. Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.</p> <p>C4. Uses grammatically correct sentences.</p> <p>C5. Uses spellings and conventions of punctuation and capitalisation accurately.</p> <p>C6. Employs language that is appropriate to the purpose, setting and audience.</p> <p>C7. Uses language creatively and imaginatively.</p>	<p><b>Design an educative session plan</b> (<i>group work</i>) (2-3 periods of 40 mins each with time for home assignment or flipped classroom approach)</p> <p>You have recently been hired as a consultant at the Delhi Zoo. Your primary responsibility is to orient and educate school children who visit the zoo for school trips. Your next session is with a group of high school students. In a one hour session, what are the points that you would like to communicate to them? You may use the following hints/clues:</p> <ul style="list-style-type: none"> <li>• General rules for the safety and security of animals and visitors.</li> <li>• The unique features of animals, their behaviour, habitat, temperament etc.</li> <li>• Shrinking natural habitats of animals: Pollution, deforestation, human encroachment etc.</li> <li>• Zoo’s role: both negatives and positives.</li> </ul>



<i>Learning Outcomes</i>	<i>Pedagogical Processes and Assessment Strategies</i>
<i>Post-reading</i>	
<p><b>LO2: Listens to and discusses literary/nonliterary inputs in varied contexts to infer, interpret, and appreciate.</b></p> <p>C1. Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.</p> <p><b>LO15: Analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing.</b></p> <p><b>LO33: Recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class.</b></p> <p>C1. Identifies attitudes, values, practices etc. of diverse cultures in a text.</p> <p>C2. Critically examines the culture experience in a text with sensitivity and discusses the point of view of the writer, geographical and cultural context, time period etc.</p> <p><b>LO17: Speaks or writes on variety of themes.</b></p> <p>C1. Compares and contrasts two or more themes with opposing/similar perspectives with arguments and supporting evidence.</p> <p><b>LO5: Talks on key contemporary issues like social justice, environment, gender, etc., in speech and writing.</b></p> <p>C1. Critiques and expresses opinions on contemporary issues.</p> <p>C2. Justifies a position with arguments and supporting evidences to effectively communicate the intended message and persuade the audience.</p> <p>C3. Provides solutions to the central problem.</p> <p>C4. Expresses ideas with interconnectedness and a logical flow.</p> <p>C5. Employs verbal and non-verbal strategies effectively e.g. eye contact, voice modulation, intonation, facial expressions and body movements that are appropriate to the purpose, setting and audience.</p> <p>C6. Uses grammatically correct sentences.</p> <p>C7. Articulates responses fluently.</p> <p>C8. Employs language that is appropriate to the purpose, setting and audience.</p>	<p><b>Discuss and debate (group work)</b></p> <p><i>(1-2 periods of 40 mins each)</i></p> <p>Read the newspaper report ‘Forest Department finally releases leopard trapped in Aarey colony (<a href="#">link</a>). Share your views on the topic ‘The Leopard Menace of Aarey Colony’ from the point of view of any one stakeholder:</p> <ul style="list-style-type: none"> <li>• Local tribals (Warli)</li> <li>• Wildlife experts</li> <li>• NGO workers</li> <li>• Animal lovers</li> </ul>

# 11. Question Paper Design

The design of the question paper for both class IX and X is based on the Rationalised Curriculum by CBSE for the year 2020-21. Both the papers are for a total of 80 marks each. The item types in both the papers are MCQs (1 mark), Short Answer I (2 marks), Short Answer II (3 marks) and Long Answer (5 marks). The content domains are divided into two parts. Part A comprises only MCQs from Reading, Literature Textbooks and Grammar. Part B comprises only CRs from Writing and Literature. The cognitive levels suggested in this document are used in the question paper design. They are: Access and Retrieve, Integrate and Interpret, Reflect and Evaluate and Create.

## 11.1 Class IX

<i>Cognitive Level</i>	<i>Access &amp; Retrieve</i>				<i>Integrate &amp; Interpret</i>				<i>Reflect &amp; Evaluate</i>				<i>Create</i>			
<i>Item types</i>	<i>MCQ</i>	<i>SAI</i>	<i>SAII</i>	<i>LA</i>	<i>MCQ</i>	<i>SAI</i>	<i>SAII</i>	<i>LA</i>	<i>MCQ</i>	<i>SAI</i>	<i>SAII</i>	<i>LA</i>	<i>MCQ</i>	<i>SAI</i>	<i>SAII</i>	<i>LA</i>
<i>Content Domain</i>	<i>(1)*</i>	<i>(2)</i>	<i>(3)</i>	<i>(5)</i>	<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(5)</i>	<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(5)</i>	<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(5)</i>
<i>Reading: Unseen Passage</i>	10 (10)				10 (10)											
<i>Reading: Literature Textbooks</i>					10 (10)											
<i>Grammar</i>					10 (10)											
<i>Writing</i>																2 (10)
<i>Literature</i>		2 (4)	2 (6)			2 (4)	1 (3)				1 (3)	2 (10)				
<b>Total</b>	14 (20)				33 (37)				6 (13)				2 (10)			
<b>Grand Total</b>	<b>80 marks</b>															

\* Marks in parentheses



## 11.2 Class X

<i>Cognitive level</i>	<i>Access &amp; Retrieve</i>				<i>Integrate &amp; Interpret</i>				<i>Reflect &amp; Evaluate</i>				<i>Create</i>			
<i>Item types</i> <i>Content domain</i>	<i>MCQ</i> <i>(1)*</i>	<i>SAI</i> <i>(2)</i>	<i>SAII</i> <i>(3)</i>	<i>LA</i> <i>(5)</i>	<i>MCQ</i> <i>(1)</i>	<i>SAI</i> <i>(2)</i>	<i>SAII</i> <i>(3)</i>	<i>LA</i> <i>(5)</i>	<i>MCQ</i> <i>(1)</i>	<i>SAI</i> <i>(2)</i>	<i>SAII</i> <i>(3)</i>	<i>LA</i> <i>(5)</i>	<i>MCQ</i> <i>(1)</i>	<i>SAI</i> <i>(2)</i>	<i>SAII</i> <i>(3)</i>	<i>LA</i> <i>(5)</i>
<i>Reading: Unseen Passage</i>	10 (10)				10 (10)											
<i>Reading: Literature Textbooks</i>					10 (10)											
<i>Grammar</i>					10 (10)											
<i>Writing</i>																2 (10)
<i>Literature</i>		2 (4)	2 (6)			2 (4)	1 (3)				1 (3)	2 (10)				
<b>Total</b>	14 (20)				33 (37)				6 (13)				2 (10)			
<b>Grand Total</b>	<b>80 marks</b>															

\* Marks in parentheses



# 12. Sample Assessment Items and Marking Scheme

The sample assessment items and marking schemes in this section are developed for both class IX and X. They follow the pattern of the question paper design, based on the Rationalised Curriculum by CBSE for the year 2020-21. The learning outcomes, indicators, cognitive level and difficulty level are also detailed for each item. These are sample items only and may be used to generate further items for designing a balanced question paper.

## 12.1 Class IX

There are 21 sample items in this section.

### Sample Item 1

<b>Content Domain</b>	Reading: Unseen passage (discursive text)
<b>Learning Outcome</b>	Identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.
<b>Indicator</b>	Identifies literary elements in the given text and/or in unseen texts.
<b>Cognitive Level</b>	Integrate and Interpret
<b>Difficulty Level</b>	Medium
<b>Marks</b>	1



Read the following passage and answer the following questions.

**Plastic Pollution**

*This is from a 2017 magazine article by the television naturalist David Attenborough.*

*We must act now to protect our oceans from the deadly threat of plastic.*

*For me, there was no scene in the Blue Planet II series more heart-rending than one in this week’s programme. In it, as snowflakes settle on the ground, a baby albatross\* lies dead, its stomach pierced by a plastic toothpick fed to it by its own mother, having mistaken it for healthy food. Nearby lies plastic litter that other hungry chicks have regurgitated.*

*Being fed lethal plastic debris is a risk that every young albatross now faces. This one scene symbolises a major problem that today threatens all sea creatures worldwide. Plastic is now found everywhere in the ocean, from its surface to its greatest depths.*

*There are fragments of nets so big they entangle the heads of fish, birds and turtles, and slowly strangle them. Other pieces of plastic are so small that they are mistaken for food and eaten, accumulating in fish’s stomachs, leaving them undernourished. And while in the sea, this debris may combine with other toxic chemicals that we have dumped in the ocean, adding to the chemical contamination\* that we’re already seeing in a variety of sea creatures.*

*Every year, we dump around eight million tons of plastic into the sea. When ingenious chemists invented plastics over a century ago, the manufacturers proudly announced that this new material was, most wonderfully and valuably, indestructible. It would never wear out.*

*No one at the time, apparently, asked the question of what happened to this extraordinary new kind of marvellous material after we have finished with it. Now we know. It kills.*

*Yet all is not lost. We can, right now, reduce the amount of plastic that we use in our everyday lives. Many companies have already realised the danger and have taken measures to reduce the number of plastic bags and packaging they use. We ourselves can simply stop using plastic unnecessarily.*

*We can also get together internationally to control the rate at which we take fish from the sea for our own consumption. Overfishing has in recent times destroyed fisheries that were once of almost unbelievable richness – of herring in the North Sea, and cod in Newfoundland.*

*We can also slow the rate at which the temperature of our planet is increasing by reducing the amount of fossil fuels we use to produce our energy, drawing instead on renewable resources such as tidal and wind power. A major step was taken when, in 2015, the industrial nations of the world agreed to work together to bring that about.*

*\*albatross – a type of seabird*

*\*contamination - pollution*

*source: www.radiotimes.com*

(446 words)

Item Stem

1. ‘...a baby albatross lies dead, its stomach pierced by a plastic toothpick fed to it by its own mother’. What is the literary device used by the author in the above passage?

<b>Correct Answer</b>	Irony	<b>Reason for choosing the distractor</b>
<b>Distractor 1</b>	Humour	Indicates misconception of the literary elements in the unseen text.
<b>Distractor 2</b>	Metaphor	Signifies mismatch in the identification of the literary elements and comprehension of the given text.
<b>Distractor 3</b>	Suspense	No evidence in the text suggests this.

## Sample Item 2

<b>Content Domain</b>	Reading: Unseen passage (discursive text)	
<b>Learning Outcome</b>	LO8: Reads silently with comprehension and interprets layers of meaning.	
<b>Indicator</b>	Draws conclusions by reading between the lines using evidence from the text, background knowledge about the topic and/or from past experiences.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Medium	
<b>Marks</b>	1	
<b>Item Stem</b>	Reading Passage <sup>7</sup> 2. What evidence does the author use to support the steps in order to minimise plastic usage in everyday life?	
<b>Correct Answer</b>	Fewer plastic bags being used in the companies.	<b>Reason for choosing the distractor</b>
<b>Distractor 1</b>	Less consumption of water in the industries.	Evidence is not available. Signifies issues with reading comprehension.
<b>Distractor 2</b>	Maximising fossil fuel consumption.	Signifies learning gap in understanding the explicit meaning of the given text.
<b>Distractor 3</b>	Dumping the plastic waste in the ocean.	Evidence is not available. 'Ocean' is mentioned in another context.

## Sample Item 3

<b>Content Domain</b>	Reading: Unseen passage (discursive text)	
<b>Learning Outcome</b>	LO19: Uses words, phrases, idioms and word chunks for meaning making in contexts.	
<b>Indicator</b>	Infers the meaning of words, phrases, idioms and word chunks.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Easy	
<b>Marks</b>	1	
<b>Item Stem</b>	Reading passage <sup>8</sup> 3. What word is the MOST EFFECTIVE replacement for the word 'threat' in the passage?	
<b>Correct Answer</b>	menace	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	meticulous	Indicates gap in inferring the correct contextual meaning. Signifies limited vocabulary.
<b>Distractor 2</b>	muster	Indicates gap in inferring the correct contextual meaning. Signifies limited vocabulary.
<b>Distractor 3</b>	meagre	Indicates gap in inferring the correct contextual meaning. Signifies limited vocabulary.

7 Refer to the Reading passage 'Plastic Pollution' on page 65

8 Refer to the Reading passage 'Plastic Pollution' on page 65



### Sample Item 4

<b>Content Domain</b>	Reading: Unseen passage (discursive text)
<b>Learning Outcome</b>	LO21: Reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.
<b>Indicator</b>	Summarises the text in own words.
<b>Cognitive Level</b>	Integrate and interpret
<b>Difficulty Level</b>	Medium
<b>Marks</b>	2
<b>Item Stem</b>	Reading Passage <sup>9</sup> 4. In your own words, summarise what you learn about the threats created by plastic pollution. Write in 40-50 words.

<b>Marking Scheme</b>	
<b>Learner's Response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Personal point of view is constructed using evidence from the content, background knowledge about the topic and/or from past experiences.</li> <li>The writing is well organised.</li> <li>Sentences are grammatically correct.</li> <li>Spellings and conventions of punctuation and capitalisation are used accurately.</li> </ul>	2-1
<ul style="list-style-type: none"> <li>Personal point of view is shared with a few or no supporting evidences.</li> <li>Writing is loosely organised.</li> <li>Sentences are grammatically incorrect.</li> <li>Spellings and conventions of punctuation and capitalisation are used inaccurately.</li> </ul>	0-1
<ul style="list-style-type: none"> <li>No response.</li> </ul>	0

### Sample Item 5

<b>Content Domain</b>	Reading: Unseen passage (factual text)
<b>Learning Outcome</b>	LO7: Reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising.
<b>Indicator</b>	Draws conclusions by reading between the lines using evidences from the text, background knowledge about the topic and/or from past experiences.
<b>Cognitive Level</b>	Reflect and Evaluate
<b>Difficulty Level</b>	Medium
<b>Marks</b>	1
<b>Item Stem</b>	Read the following newspaper article and answer the following questions.

9 Refer to the Reading passage 'Plastic Pollution' on page 65



**Do the math**

- Over 1.5 million schools across India closed due to the pandemic A switch to large-scale digital education is not possible now.
- Only 24 per cent households have access to the internet, according to a 2019 government survey.
- In rural India, the numbers are far lower, with only 4 per cent households having access. The education ministry’s budget for digital e-learning was slashed to Rs 469 crore in 2020-21—the year Covid struck—from Rs 604 crore the previous year.

Shubham Gupta is a first-year student of BCom (Honours) in Delhi’s Hansraj College. Yet the 18-year-old hasn’t set foot on campus even once since he took admission in September. He has taken a virtual tour of the college and has been attending lessons through his mobile phone and laptop. And Shubham is not alone in this. That is how the batch of 2020, the Covid-19 generation -has been experiencing institutional education in a world disrupted by an unprecedented pandemic. Because of this, 47 per cent students have decided against migrating to another city for higher education, revealed a study titled the ‘Big Qs Student Survey’. Fifty per cent respondents have also abandoned plans to pursue higher education abroad.

While students in Assam and several other states have gradually returned to schools and colleges, their counterparts in states like Delhi are still confined to homes, spending long hours online, leading to concerns over physical health and stress triggered due to the prolonged use of electronic devices. The education ecosystem of India, already weighed down by myriad issues such as school dropouts, learning deficiencies, teacher absenteeism, gender disparity and lack of infrastructure, now faces yet another big challenge -the widening digital divide.

Source: [www.indiatoday.in](http://www.indiatoday.in)

(278 words)

1.What is the main idea of the newspaper article?

<b>Correct Answer</b>	Covid-19: The impact on education in India.	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	Covid-19: The impact on teacher absenteeism.	Indicates wrong conclusions or misunderstanding in using the textual evidence.
<b>Distractor 2</b>	Covid-19: The impact of gender disparity.	Indicates wrong conclusions or misunderstanding in using the textual evidence.
<b>Distractor 3</b>	Covid-19: The impact of electronic devices.	Signifies misinterpretation of the given text.



## Sample Item 6

<b>Content Domain</b>	Reading: Unseen passage (factual text)	
<b>Learning Outcome</b>	LO8: Reads silently with comprehension and interprets layers of meaning.	
<b>Indicator</b>	Draws conclusions by reading between the lines using evidence from the text, background knowledge about the topic and/or from past experiences.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Easy	
<b>Marks</b>	1	
<b>Item Stem</b>	Newspaper Article <sup>10</sup> 2. According to the passage, the education ministry's budget for digital e-learning in 2020-21 has gone through a _____.	
<b>Correct Answer</b>	marked increment.	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	marked decrement.	Indicates gap in interpreting the textual evidence.
<b>Distractor 2</b>	significant upsurge.	Indicates gap in interpreting the textual evidence.
<b>Distractor 3</b>	significant growth.	Indicates gap in interpreting the textual evidence.

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<sup>10</sup> Refer to the newspaper article on page 68.

## Sample Item 7

<b>Content Domain</b>	Reading: Unseen passage (factual text)
<b>Learning Outcome</b>	LO21: Reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.
<b>Indicator</b>	Constructs a personal point of view using evidence from the content, background knowledge about the topic and/or from past experiences.
<b>Cognitive Level</b>	Reflect and evaluate
<b>Difficulty Level</b>	Medium
<b>Marks</b>	2
<b>Item Stem</b>	Newspaper article <sup>11</sup> 3. According to the newspaper article, a switch to large-scale digital education is a daunting task in India. State your opinion based on the newspaper article and your personal experience of digital education.

<b>Marking Scheme</b>	
<b>Learner's Response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Personal point of view is constructed using evidence from the content, background knowledge about the topic and/or from past experiences.</li> <li>The writing is well organised.</li> <li>Sentences are grammatically correct.</li> <li>Spellings and conventions of punctuation and capitalisation are used accurately.</li> </ul>	2-1
<ul style="list-style-type: none"> <li>Personal point of view is shared with a few or no supporting evidence.</li> <li>Writing is loosely organised.</li> <li>Sentences are grammatically incorrect.</li> <li>Spellings and conventions of punctuation and capitalisation are used inaccurately.</li> </ul>	0-1
<ul style="list-style-type: none"> <li>No response.</li> </ul>	0

11 Refer to the newspaper article on page 68.

### Sample Item 8

<b>Content Domain</b>	Reading (Literature Textbooks)	
<b>Learning Outcome</b>	LO8: Reads silently with comprehension and interprets layers of meaning.	
<b>Indicator</b>	Infers the meanings of unfamiliar words by analysing the parts of the words (suffixes, prefixes, synonyms, antonyms etc.) and/or using evidences from the text.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Medium	
<b>Marks</b>	1	
<b>Item Stem</b>	<p>Read the literary extract and answer the question:</p> <p><i>Gerrard: You seem to have taken a considerable amount of trouble. Since you know so much about me, won't you say something about yourself? You have been so modest.</i></p> <p><i>Intruder: I could tell you plenty. You think you're smart, but I'm the top of the class around here. I've got brains and I use them. That's how I've got where I have.</i></p> <p>'If I Were You' by Douglas James</p> <p>The tone of Gerrard when he tells the intruder 'You have been so modest' is:</p>	
<b>Correct Answer</b>	sarcastic	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	confused	Indicates issues with reading comprehension or lack of familiarity with the story.
<b>Distractor 2</b>	disrespectful	Indicates that the meaning of the correct answer is not well understood.
<b>Distractor 3</b>	threatening	Indicates that the character and his motivations are not well understood w.r.t the given moment/time in the extract.



## Sample Item 9

<b>Content Domain</b>	Reading (Literature Textbooks)	
<b>Learning Outcome</b>	LO19: Uses words, phrases, idioms and word chunks for meaning making in contexts.	
<b>Indicator</b>	Compares two or more texts to identify similarities and differences in the use of words, phrases, idioms and word chunks.	
<b>Cognitive Level</b>	Reflect and Evaluate	
<b>Difficulty Level</b>	Difficult	
<b>Marks</b>	1	
<b>Item Stem</b>	<p>Read the literary extract and answer the question:</p> <p><i>Gerrard: You seem to have taken a considerable amount of trouble. Since you know so much about me, won't you say something about yourself? You have been so modest.</i></p> <p><i>Intruder: I could tell you plenty. You think you're smart, but I'm the top of the class around here. I've got brains and I use them. That's how I've got where I have.</i></p> <p>'If I Were You' by Douglas James</p> <p>The idiom that is similar in meaning to the use of 'That's how I've got where I have' in the extract is:</p>	
<b>Correct Answer</b>	come a long way	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	with flying colours	Indicates that 'top of the class' as used in the excerpt may have been erroneously conflated with real life experience of doing well in an exam, where the idiom is often used.
<b>Distractor 2</b>	go off the beaten track	No evidence in the excerpt to suggest this. Indicates misinterpretation of textual clues.
<b>Distractor 3</b>	leave no stone unturned	Insufficient evidence in the excerpt to suggest this. Indicates that the correct answer is not well understood.



### Sample Item 10

<b>Content Domain</b>	Reading (Literature Textbooks)									
<b>Learning Outcome</b>	LO21: Reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.									
<b>Indicator</b>	Analyses the characters, themes, plots, incidents and/or information in the text.									
<b>Cognitive Level</b>	Integrate and Interpret									
<b>Difficulty Level</b>	Medium									
<b>Marks</b>	1									
<b>Item Stem</b>	<p>Read the literary extract and answer the question:</p> <p><i>Gerrard: You seem to have taken a considerable amount of trouble. Since you know so much about me, won't you say something about yourself? You have been so modest.</i></p> <p><i>Intruder: I could tell you plenty. You think you're smart, but I'm the top of the class around here. I've got brains and I use them. That's how I've got where I have.</i></p> <p>'If I Were You' by Douglas James</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">i</td> <td style="text-align: center;">ii</td> <td style="text-align: center;">iii</td> <td style="text-align: center;">iv</td> </tr> <tr> <td style="text-align: center;">boastful</td> <td style="text-align: center;">materialistic</td> <td style="text-align: center;">conceited</td> <td style="text-align: center;">pessimistic</td> </tr> </table> <p>The words that best describe the intruder are:</p>		i	ii	iii	iv	boastful	materialistic	conceited	pessimistic
i	ii	iii	iv							
boastful	materialistic	conceited	pessimistic							
<b>Correct Answer</b>	i and iii	<b>Reason for Choosing the Distractor</b>								
<b>Distractor 1</b>	i, ii and iii	No real evidence in the text to suggest ii. Indicates misinterpretation of character's intentions and motivations in the story.								
<b>Distractor 2</b>	iii and iv	No evidence in the text to suggest iv. Indicates misinterpretation of character's outlook in the story.								
<b>Distractor 3</b>	i, ii, iii and v	Indicates lack of clarity about the character.								

### Sample Item 11

<b>Content Domain</b>	Reading (Literature Textbooks)	
<b>Learning Outcome</b>	LO21: Reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.	
<b>Indicator</b>	Compares and contrasts two or more texts with arguments and supporting evidences.	
<b>Cognitive Level</b>	Reflect and Evaluate	
<b>Difficulty Level</b>	Difficult	

<b>Marks</b>	1	
<b>Item Stem</b>	<p>Read the literary extract and answer the question:</p> <p><i>When the humid shadows hover Over all the starry spheres And the melancholy darkness Gently weeps in rainy tears, What a bliss to press the pillow Of a cottage-chamber bed And lie listening to the patter Of the soft rain overhead!</i> <i>'Rain on the Roof' by Coates Kinny</i></p> <p>An excerpt from other famous poems that best captures the theme of the given poem is:</p>	
	<p>How beautiful is the rain! After the dust and heat, In the broad and fiery street, In the narrow lane, How beautiful is the rain! <i>'How Beautiful is the Rain' by William Wordsworth</i></p>	<p>The scatterbrain, is a little like, the patter of rain. Neither here, nor there, but everywhere. <i>'Scatterbrain' by Lang Leav</i></p>
	<p>Poem 1</p> <p>The rain, the desolate rain! Ceaseless, and solemn, and chill! How it drips on the misty pane, How it drenches the darkened sill! <i>'Windless Rain' by Paul Hamilton Hayne</i></p>	<p>Poem 2</p> <p>You were born to be a rainstorm, To send your voice throughout the night, To sing your song with falling raindrops, To break the darkness with your light, You were born to show raw beauty, To wash the raw dirt from their eyes. <i>'Rainstorm' by Erin Hanson</i></p>
	<p>Poem 3</p>	<p>Poem 4</p>



<b>Correct Answer</b>	Poem 1	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	Poem 2	Indicates inability to differentiate the theme of this poem from the theme of the excerpt. This poem is about a scatterbrain i.e. an absent-minded or forgetful person.
<b>Distractor 2</b>	Poem 3	Indicates inability to differentiate the theme of this poem from the theme of the excerpt. This poem is about the desolation caused by rain.
<b>Distractor 3</b>	Poem 4	Indicates inability to differentiate the theme of this poem from the theme of the excerpt. This poem inspires/motivates you to persevere.

### Sample Item 12

<b>Content Domain</b>	Reading (Literature Textbooks)
<b>Learning Outcome</b>	LO23: Identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.
<b>Indicator</b>	Identifies literary elements in the given text and/or in unseen texts.
<b>Cognitive Level</b>	Integrate and Interpret
<b>Difficulty Level</b>	Medium
<b>Marks</b>	1
<b>Content Domain</b>	Reading (Literature Textbooks)

Read the literary extract and answer the question:

*When the humid shadows hover  
Over all the starry spheres  
And the melancholy darkness  
Gently weeps in rainy tears,  
What a bliss to press the pillow  
Of a cottage-chamber bed  
And lie listening to the patter  
Of the soft rain overhead!*

*'Rain on the Roof' by Coates Kinny*

The image that most closely depicts 'starry spheres' as used in the excerpt is:

Item Stem

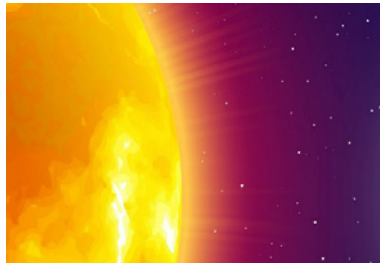


Image 1



Image 2



Image 3



Image 4



<b>Correct Answer</b>	Image 4	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	Image 1	Indicates that 'starry spheres' has been interpreted literally i.e. as two heavenly, spherical bodies of the sun and the moon, surrounded by stars.
<b>Distractor 2</b>	Image 2	Indicates some understanding of 'starry spheres' but not as used in the excerpt, where dark, rain-filled clouds are also specified in the sky.
<b>Distractor 3</b>	Image 3	Indicates that 'starry spheres' has been interpreted literally i.e. as two heavenly, spherical bodies of the earth and the moon, surrounded by stars.

### Sample Item 13

<b>Content Domain</b>	Grammar	
<b>Learning Outcome</b>	LO18: Uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc.	
<b>Indicator</b>	Uses contextually appropriate grammatical items to convey a message with clarity and precision.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Easy	
<b>Marks</b>	1	
<b>Item Stem</b>	<p>Here are the opening lines of a pamphlet distributed among healthcare workers of a district hospital:</p> <p>Masks are a part of a comprehensive approach to suppress transmission of COVID-19, including physical distancing and use of sanitisers. Health workers _____ wear masks at all times as they are the most likely to be exposed to COVID-19 from patients.</p> <p>The words that correctly fill the gap in the given lines are:</p>	
<b>Correct Answer</b>	must	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	should	Indicates a working knowledge of modals in informal situations but is not grammatically accurate.
<b>Distractor 2</b>	may	Indicates misinterpretation of the purpose of the given paragraph and use of the word 'may'.
<b>Distractor 3</b>	could	Indicates misinterpretation of the purpose of the given paragraph and use of the word 'could'.

## Sample Item 14

<b>Content Domain</b>	Grammar	
<b>Learning Outcome</b>	LO17: Edits passages with appropriate punctuation marks, grammar and correct spelling.	
<b>Indicator</b>	Rectifies errors in punctuation, grammar and spelling in a passage while editing.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Medium	
<b>Marks</b>	1	
<b>Item Stem</b>	<p>Here is an excerpt from a news report of a leading national daily:</p> <p>A forest fire <u>has raged</u> for nearly 40 hours in the hills of Mizoram.</p> <p>The Indian Air Force deployed two Mi-17V5 helicopters to help put out the blaze. Firefighters of the Mizoram government and Assam Rifles, BSF _____ and local volunteer groups have also been engaged in the process.</p> <p>The words that rectify the underlined error in line 1 are:</p>	
<b>Correct Answer</b>	has been raging	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	had raged	Indicates lack of clarity in the use of reported speech and difficulty in finding similar patterns of tense use in a paragraph. The fire had not stopped raging when the report came out.
<b>Distractor 2</b>	had been raging	Indicates lack of clarity in the use of reported speech and difficulty in finding similar patterns of tense use in a paragraph. The fire had still been raging when the report came out.
<b>Distractor 3</b>	is raging	Not reported speech. Indicates lack of clarity in identifying reported speech or the appropriate use of reported speech in given contexts.



### Sample Item 15

<b>Content Domain</b>	Grammar	
<b>Learning Outcome</b>	LO17: Edits passages with appropriate punctuation marks, grammar and correct spelling.	
<b>Indicator</b>	Rectifies errors in punctuation, grammar and spelling in a passage while editing.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Easy	
<b>Marks</b>	1	
<b>Item Stem</b>	<p>Here is an excerpt from a news report of a leading national daily:</p> <p>A forest fire <u>has raged</u> for nearly 40 hours in the hills of Mizoram.</p> <p>The Indian Air Force deployed two Mi-17V5 helicopters to help put out the blaze. Firefighters of the Mizoram government and Assam Rifles, BSF _____ and local volunteer groups have also been engaged in the process.</p> <p>The most appropriate word to fill the blank in line 2 is:</p>	
<b>Correct Answer</b>	personnel	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	personal	Indicates difficulty in identifying the correct spelling of 'personnel', despite having oral familiarity with the word. Could also indicate interchangeable use of 'personnel' and 'personal' in the given context.
<b>Distractor 2</b>	personalities	Indicates lack of familiarity with 'BSF personnel' or similar personnel.
<b>Distractor 3</b>	professionals	Indicates lack of familiarity with 'BSF personnel' or similar personnel and emerges as the safest option in the given context (need professionals to put out the fire).



## Sample Item 16

<b>Content Domain</b>	Grammar	
<b>Learning Outcome</b>	LO18: Uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc.	
<b>Indicator</b>	Uses contextually appropriate grammatical items to convey a message with clarity and precision.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Difficult	
<b>Marks</b>	1	
<b>Item Stem</b>	I met my childhood friend, Antara, after ages at Kalka railway station. <u>She asked me what time my train left and said that we must catch up!</u> The dialogue (direct speech) to substitute the underlined reported speech is:	
<b>Correct Answer</b>	“What time does your train leave? We must catch up!”	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	“Tell me what time does your train leave? Let us catch up!”	Indicates inability to identify words in reported speech that are not present in the direct speech or vice versa. Also indicates lack of clarity in the use of tenses.
<b>Distractor 2</b>	“You must tell me what time your train is leaving? Also we must catch up!”	Indicates inability to identify words in reported speech that are not present in the direct speech or vice versa. Also indicates lack of clarity in the use of tenses.
<b>Distractor 3</b>	“What time is your your train leaving? We must catch up!”	Indicates that minor details of transforming direct speech to reported speech or vice versa need practice.



### Sample Item 17

<b>Content Domain</b>	Writing: Informal letter
<b>Learning Outcome</b>	LO13: Writes personal, official and business letters, articles, debates, paragraphs based on visual or verbal clues, textual inputs, etc.
<b>Indicators</b>	<p>Uses appropriate formats for the writing task.</p> <p>Interprets the given inputs/clues appropriately to formulate a response.</p> <p>Justifies a position with arguments and supporting evidences to effectively communicate the intended message and persuade the audience.</p> <p>Uses grammatically correct sentences.</p> <p>Uses spellings and conventions of punctuation and capitalisation accurately.</p> <p>Employs language that is appropriate to the purpose, setting and audience.</p>
<b>Cognitive Level</b>	Create
<b>Difficulty Level</b>	Medium
<b>Marks</b>	5
<b>Item Stem</b>	<p>Raj’s sister wants to study and become a pilot in the Indian Air Force. She wants to work for the nation. Her mother wants to get her married. Raj overhears the following conversation between his sister and mother.</p> <p>Sister: I am sorry, but mummy, I do not want to get married.</p> <p>Mother: I have your best interest at heart <i>beti</i>, this boy is a good match.</p> <p>Sister: I understand your feelings mummy, but things have changed, especially after COVID 19. I have seen you struggle to make ends meet.</p> <p>Imagine you are Raj, and you decide to write a letter to your father who lives in another city, informing him about your sister’s wish and your opinion on the matter.</p>

<b>Marking Scheme</b>	
<b>Learner's Response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Consistent sense of audience and appropriate format.</li> <li>• Interprets the given inputs/cues appropriately; justifies a position with supporting evidence.</li> <li>• Varied sentences; wide range of vocabulary; provides a solution to the central problem.</li> <li>• Strong sense of structure, paragraphing, and sequence.</li> <li>• Spelling, punctuation, and grammar almost always accurate.</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• Sense of audience mostly secure.</li> <li>• Interprets the given inputs/cues; and justifies a position with supporting evidence to a great extent.</li> <li>• Varied sentences; wide range of vocabulary; provides a solution to the central problem.</li> <li>• There is evidence of format and fluency. Sentences and vocabulary are effective.</li> <li>• Secure overall structure; mostly well sequenced. Spelling, punctuation and grammar generally accurate.</li> </ul>	3-4
<ul style="list-style-type: none"> <li>• Occasional sense of audience.</li> <li>• Struggles to interpret the given inputs/cues; and justifies a position with a supporting evidence.</li> <li>• Mostly written in correctly structured sentences and format; vocabulary may be plain but adequate for the task; mostly structured.</li> <li>• Minor, but more frequent errors of spelling, punctuation, and grammar.</li> </ul>	2-3
<ul style="list-style-type: none"> <li>• Inconsistent format</li> <li>• No attempt to interpret the given inputs/cues. Simply states the position.</li> <li>• Simple sentences; vocabulary simple; basic structure.</li> <li>• Frequent errors of spelling, punctuation and grammar.</li> </ul>	1-2
<ul style="list-style-type: none"> <li>• Expression unclear</li> <li>• Flawed sentence construction and order.</li> <li>• Persistent errors of spelling, punctuation and grammar impede communication.</li> </ul>	0-1
No response.	0



**Sample Item 18**

<b>Content Domain</b>	Writing: Story writing
<b>Learning Outcome</b>	LO11: Writes paragraphs, narratives, etc., by planning revising, editing, rewriting, and finalising.
<b>Indicators</b>	<p>Organises writing with a proper beginning, middle and end.</p> <p>Organises the sequence of events in a chronological/logical order.</p> <p>Reports information/details correctly with descriptive details, if applicable.</p> <p>Employs narrative techniques such as dialogue, description, and reflection, to develop experiences, events, and/or characters.</p> <p>Expresses ideas with interconnectedness and a logical flow.</p> <p>Uses grammatically correct sentences.</p> <p>Uses spellings and conventions of punctuation and capitalisation accurately.</p> <p>Employs language that is appropriate to the purpose, setting and audience.</p>
<b>Cognitive Level</b>	Create
<b>Difficulty Level</b>	Moderate
<b>Marks</b>	5
<b>Item Stem</b>	<p>II. You are working on a group project about a book you read in class called Rubina’s Day. Your group members have created a graphic organiser of the book’s storyline. Use the information in the graphic organiser to create another version of Rubina’s Day with a different ending. Write your story in 100-120 words.</p> <div data-bbox="952 901 1769 1324" style="text-align: center;"> <p><b>Rubina’s Day</b></p> <pre> graph TD     A[Rubina wakes up late and misses school] --&gt; B[She rides her bicycle to school in the rain]     B --&gt; C[Her homework falls out of her school bag]     C --&gt; D[She can't find her homework and is worried]     D --&gt; E[Her friends find her homework and bring it to Priya]     E --&gt; F[Rubina does something nice to her friend]     </pre> </div> <p style="text-align: center;">Source: Adapted from <a href="http://www.elpac.org/resource">www.elpac.org/resource</a></p>

<b>Marking Scheme</b>	
<b>Learner's Response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• The story is convincing with elements of fiction such as description, beginning, middle and end.</li> <li>• Narrates the sequence of events, purpose, setting and audience in a logical order.</li> <li>• Presents characterisation and climax with appropriate detail.</li> <li>• Creative use of language; wide range of vocabulary; provides alternate ending to the story.</li> <li>• Strong sense of structure, paragraphing, and sequence.</li> <li>• Spelling, punctuation, and grammar almost always accurate.</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• The story presents some elements of fiction such as description, setting, beginning, middle and end.</li> <li>• Narrates the sequence of events, purpose, setting and audience to a great extent.</li> <li>• Presents characterisation and climax with some details.</li> <li>• Creative use of language and vocabulary; provides alternate ending to the story.</li> <li>• Mostly written in correctly structured sentences and format. Minor, but more frequent errors of spelling, punctuation, and grammar.</li> </ul>	3-4
<ul style="list-style-type: none"> <li>• The story attempts to present some elements of fiction such as description, setting, beginning, middle and end.</li> <li>• Attempts to narrate the sequence of events, purpose, setting and audience in a logical order.</li> <li>• Attempts to present characterisation and climax with some details.</li> <li>• Simple sentences; vocabulary simple; basic structure.</li> <li>• Frequent errors of spelling, punctuation, and grammar</li> </ul>	2-3
<ul style="list-style-type: none"> <li>• The story lacks sequence and narrates events indiscriminately.</li> <li>• It is hard to follow and is only partially relevant.</li> </ul>	0-1
No response.	0



### Sample Item 19

<b>Topic</b>	Literature
<b>Learning Outcome</b>	LO9: Writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme.
<b>Indicator</b>	Constructs a personal point of view using evidences from the content, background knowledge about the topic and/or from past experiences.
<b>Cognitive Level</b>	Reflect and Evaluate
<b>Difficulty Level</b>	Easy
<b>Marks</b>	2
<b>Item Stem</b>	In the humorous extract 'Packing' from 'Three Men in a Boat' by Jerome K Jerome, why are the three friends packing? Where do they plan to go? Support your answer using evidences from the text.
<b>Marking Scheme</b>	
<b>Learner's Response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Personal point of view is constructed using evidences from the content, background knowledge about the topic and/or from past experiences.</li> <li>The writing is well organised.</li> <li>Sentences are grammatically correct.</li> <li>Spellings and conventions of punctuation and capitalisation are used accurately.</li> </ul>	1-2
<ul style="list-style-type: none"> <li>Personal point of view is shared with a few or no supporting evidences.</li> <li>Writing is loosely organised.</li> <li>Sentences are grammatically incorrect.</li> <li>Spellings and conventions of punctuation and capitalisation are used inaccurately.</li> </ul>	0-1
No response.	0

### Sample Item 20

<b>Topic</b>	<b>Literature</b>	
<b>Learning Outcome</b>	LO30: Recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.	
<b>Indicator</b>	Justifies a position with arguments and supporting evidences to effectively communicate the intended message and persuade the audience.	
<b>Cognitive Level</b>	Reflect and Evaluate	
<b>Difficulty Level</b>	Difficult	
<b>Marks</b>	3	
<b>Item Stem</b>	In the poem 'Wind', Subramania Bharati requests the wind to blow softly without causing any destruction. What you think must have inspired the poet to write such a poem?	
<b>Marking Scheme</b>		
<b>Learner's Response</b>	<b>Marks</b>	
<ul style="list-style-type: none"> <li>• The point of view of the writer, geographical and cultural context, time period etc. are critically examined.</li> <li>• Personal point of view is constructed using evidences from the content, background knowledge about the topic and/or from past experiences.</li> <li>• The writing is highly persuasive.</li> <li>• The writing is well organised.</li> <li>• Sentences are grammatically correct.</li> <li>• Spellings and conventions of punctuation and capitalisation are used accurately.</li> </ul>	2-3	
<ul style="list-style-type: none"> <li>• The point of view of the writer, geographical and cultural context, time period etc. are loosely examined.</li> <li>• Personal point of view is shared with a few supporting evidences.</li> <li>• The writing is persuasive to an extent.</li> <li>• Writing is loosely organised.</li> <li>• Sentences contain a few grammatical errors.</li> <li>• Spellings and conventions of punctuation and capitalisation are used with a few errors.</li> </ul>	1-2	
<ul style="list-style-type: none"> <li>• The point of view of the writer, geographical and cultural context, time period etc. are not examined.</li> <li>• Personal point of view is shared with no supporting evidences.</li> <li>• The writing is not persuasive.</li> <li>• Writing is poorly organised.</li> <li>• Sentences are grammatically incorrect.</li> <li>• Spellings and conventions of punctuation and capitalisation are used inaccurately.</li> </ul>	0-1	
No response.	0	



### Sample Item 21

<i>Topic</i>	<i>Literature</i>
<b>Learning Outcome</b>	LO15: Organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes.
<b>Indicator</b>	Uses precise words and phrases, telling details, to convey a vivid picture of the experiences, events, setting, and/or characters in writing.
<b>Cognitive Level</b>	Reflect and Evaluate
<b>Difficulty Level</b>	Medium
<b>Marks</b>	5
<b>Item Stem</b>	Santosh Yadav became the first woman ever to scale Mt. Everest twice. However, she has other achievements from her climbing expeditions that highlight her many qualities. Describe these qualities using evidences from the text.



<b>Marking Scheme</b>	
<b>Learner's Response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• The character, his/her experiences, qualities etc. are analysed in vivid detail.</li> <li>• The writing is highly persuasive.</li> <li>• The writing is well organised.</li> <li>• Sentences are grammatically correct.</li> <li>• Spellings and conventions of punctuation and capitalisation are used accurately.</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• The character, his/her experiences, qualities etc. are analysed to an extent.</li> <li>• The writing is persuasive to an extent.</li> <li>• Writing is loosely organised.</li> <li>• Sentences contain a few grammatical errors.</li> <li>• Spellings and conventions of punctuation and capitalisation are used with a few errors.</li> </ul>	2-3
<b>Marking Scheme</b>	
<b>Learner's Response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• The character, his/her experiences, qualities etc. are not analysed.</li> <li>• The writing is not persuasive.</li> <li>• Writing is poorly organised.</li> <li>• Sentences are grammatically incorrect.</li> <li>• Spellings and conventions of punctuation and capitalisation are used inaccurately.</li> </ul>	0-2
No response.	0

## 13.2 Class X

There are 21 sample items in this section.

### Sample Item 1

<b>Content Domain</b>	Reading: Unseen passage
<b>Learning Outcome</b>	LO16: Draws references from books, newspapers, internet, etc., and interprets using analytical skills.
<b>Indicator</b>	C4: Compares and contrasts two or more sources with arguments and supporting evidences.
<b>Cognitive Level</b>	Reflect and Evaluate
<b>Difficulty Level</b>	Medium
<b>Marks</b>	1



Item Stem

Vasudha was researching about robots and the future of artificial intelligence (AI) for her Science project. She came across the following interview in a science magazine. Help Vasudha analyse the given article.

The Future of Artificial Intelligence (AI)

What is the future of Artificial Intelligence (AI)? Will it be possible for robots to be autonomous? If so, when will that happen, and will it be a good thing? We asked four experts what they think.

A

*I would say that we are quite a long way off developing the computing power or the algorithms for fully autonomous AI, though I do think it will happen within the next thirty or forty years. We will probably remain in control of technology and it will help us solve many of the world's problems. However, no one really knows what will happen if machines become more intelligent than humans. They may help us, ignore us, or destroy us. I tend to believe AI will have a positive influence on our future lives, but whether that is true will be partly up to us.*

B

*I must admit that the potential consequences of creating something that can match or surpass human intelligence frightens me. Even now, scientists are teaching computers how to learn on their own. At some point in the near future, their intelligence may well take off and develop at an ever-increasing speed. Human beings biologically evolve very slowly, and we would be quickly superseded. In the short term, there is the danger that robots will take over millions of human jobs, creating a large underclass of unemployed people. This could mean large-scale poverty and social unrest. In the long term, machines might decide the world would be better without humans.*

C

*Personally, I think it is fascinating to consider how we will speed up our evolution as a species by augmenting our bodies. Imagine if you could implant a computer inside our brain! Soon we will be able to do just that and enhance our mathematical ability, audiovisual perception and our memory, and this idea is only going to become more and more commonplace. AI is also popping up in the world around us. Recent developments include self-driving cars and drones carrying life-saving equipment to people at sea. Granted, there have been a few teething problems: one woman who was asleep on the floor had her hair eaten by her robot vacuum cleaner and there have been fatal accidents with self-driving cars. But progress always comes at a cost, and for me the advantages far outweigh the disadvantages.*

D

*I am a member of the Campaign to Stop Killer Robots. Forget the movie image of a terrifying Terminator stamping on human skulls and think of what's happening right now: military machines like drones, gun turrets and sentry robots are already being used to kill with very little human input. The next step will be autonomous 'murderbots', following orders but ultimately deciding who to kill on their own. It seems clear to me that this would be completely unethical and dangerous for humanity. We need to be very cautious indeed about what we ask machines to do.*

**augment:** make (something) greater by adding to it; increase.

**autonomous:** having the freedom to act independently

source: [www.britishcouncil.org](http://www.britishcouncil.org)

(480 words)

1.Which expert/s seems to disagree with B about how fast humans can change?

<b>Correct Answer</b>	Expert C	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	Expert A	Indicates gap in utilising analytical skills to compare and contrast the arguments with the help of supporting evidence.
<b>Distractor 2</b>	Experts A and D	Indicates gap in utilising analytical skills to compare and contrast the arguments with the help of supporting evidence.
<b>Distractor 3</b>	Experts C and A	Indicates gap in utilising analytical skills to compare and contrast the arguments with the help of supporting evidence.

## Sample Item 2

<b>Content Domain</b>	Reading: Unseen Passage	
<b>Learning Outcome</b>	LO16: Draws references from books, newspapers, internet, etc., and interprets using analytical skills.	
<b>Indicator</b>	Analyses the source to verify its authenticity and reliability	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Medium	
<b>Marks</b>	1	
<b>Item Stem</b>	Article <sup>12</sup> 2. Which expert has a different view from the others regarding the timescale of AI becoming much more autonomous?	
<b>Correct Answer</b>	Expert A	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	Expert B	Indicates gap in interpreting and analysing the arguments.
<b>Distractor 2</b>	Expert C	Indicates gap in interpreting and analysing the arguments.
<b>Distractor 3</b>	Expert D	Indicates gap in interpreting and analysing the arguments.

<sup>12</sup> Refer to the article on page 89.



### Sample Item 3

<b>Content Domain</b>	Reading: Unseen Passage	
<b>Learning Outcome</b>	LO7: Reads, comprehends, and responds to complex texts independently.	
<b>Indicator</b>	Infers both the explicit and implicit meanings in complex texts from different genres.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Easy	
<b>Marks</b>	1	
<b>Item Stem</b>	Article <sup>13</sup> 3. According to expert B, “Human beings biologically evolve very slowly, and we would be quickly superseded.” The word ‘superseded’ most likely means?	
<b>Correct Answer</b>	replaced	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	reversed	Indicates gap in inferring the explicit and implicit meaning.
<b>Distractor 2</b>	returned	Indicates gap in inferring the explicit and implicit meaning.
<b>Distractor 3</b>	repeated	Indicates gap in inferring the explicit and implicit meaning.

### Sample Item 4

<b>Content Domain</b>	Reading and Writing	
<b>Learning Outcome</b>	LO21: Takes and makes notes while listening to TV news, discussions, speech, reading aloud or silent reading of texts, etc., and summarises.	
<b>Indicator</b>	Uses the notes to prepare a summary of the presentation and communicate the main idea.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Medium	
<b>Marks</b>	2	
<b>Item Stem</b>	Article <sup>14</sup> 4. Make notes of what the experts tell about robots and what you learn about the future of artificial intelligence (AI). You can write your answer in 40 to 50 words.	

13 Refer to the article on page 89.

14 Refer to the article on page 89.

<b>Marking Scheme</b>	
<b>Learner's Response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Make notes appropriately, presents the key points.</li> <li>• The writing is well organised.</li> <li>• Sentences are grammatically correct.</li> <li>• Spellings and conventions of punctuation and capitalisation are used accurately.</li> </ul>	1-2
<ul style="list-style-type: none"> <li>• Notes are missing the key points.</li> <li>• Writing is loosely organised.</li> <li>• Sentences are grammatically incorrect.</li> <li>• Spellings and conventions of punctuation and capitalisation are used inaccurately.</li> </ul>	0-1
No response	0

### Sample Item 5

<b>Content Domain</b>	Reading: Unseen passage
<b>Learning Outcome</b>	LO7: Reads, comprehends, and responds to complex texts independently.
<b>Indicator</b>	Infers both the explicit and implicit meanings in complex texts from different genres.
<b>Cognitive Level</b>	Reflect and Evaluate
<b>Difficulty Level</b>	Medium
<b>Marks</b>	1



Read the following newspaper report and choose the correct answer.

### How many children and young people have internet access at home?

*Estimating digital connectivity during the COVID-19 pandemic*

*December 2020*

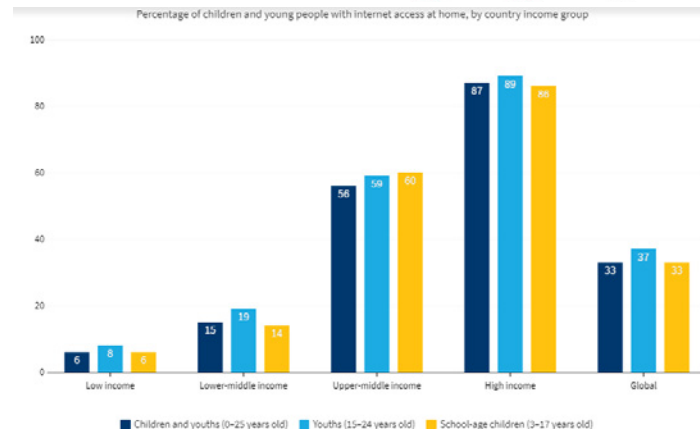
At the height of nationwide lockdowns due to the COVID-19 pandemic, up to 1.6 billion children were affected by school closures, causing the largest mass disruption of education in modern history. Yet, even before schools shuttered their doors, one in five school-age children (3 to 17 years old) was out of school. To address these gaps, more than 90 per cent of the world's education ministries have adopted some type of remote learning policy, and stakeholders have sought to "reimagine education" by harnessing technology.

However, 2.2 billion — or two-thirds of children and young people aged 25 years or less — do not have internet access at home, according to the How Many Children and Youth Have Internet Access at Home report, a joint effort by UNICEF and the International Telecommunication Union (ITU). Using the latest available household survey data, the report finds significant inequities between countries, regions, wealth groups and urban-rural settings. For example, only 5 per cent of children and young people in West and Central Africa have internet access at home compared to the 33 per cent global average. Differences are starker yet between rich and poor countries, with only 6 per cent of children and young people in low-income countries having internet access compared to 87 per cent in high-income countries.

Significantly expanding internet access is vital for ensuring that all children and young people are learning and acquiring the knowledge and skills they need to support a sustainable future.

Item Stem

**2.2 billion** — or **2 in 3** children and young people aged 25 years or less — do not have internet access at home



*This critical situation undermines the potential for children and young people to succeed in school, work and life in an increasingly digital world. With education systems investing in hybrid and remote learning due to the COVID-19 pandemic, it is increasingly clear that this lack of connectivity is a barrier that will prevent children and young people from accessing effective and interactive forms of learning going forward. Significantly expanding internet access in homes, communities and schools is vital to ensure that this and subsequent generations of children and young people can acquire the knowledge and skills they need to support a sustainable future.*

source: [www.unicef.org](http://www.unicef.org)

345 words

<b>Item Stem</b>	1.Which statement BEST states the main idea of the newspaper article?	
<b>Correct Answer</b>	There is a marked inequality in internet connectivity across the world.	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	There are 2.2 billion children studying at home.	Indicates only a surface level understanding of the text. Indicates gap in evaluating the explicit and implicit meaning of the text.
<b>Distractor 2</b>	There is a significant decline in the COVID-19 cases.	Indicates issues with reading comprehension.
<b>Distractor 3</b>	There is a lack of connectivity in some schools.	Indicates gap in evaluating the explicit and implicit meaning of the text.

### Sample Item 6

<b>Content Domain</b>	Reading: Unseen passage	
<b>Learning Outcome</b>	LO16: Draws references from books, newspapers, internet, etc., and interprets using analytical skills.	
<b>Indicator</b>	Compares and contrasts two or more sources with arguments and supporting evidences.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	High	
<b>Marks</b>	1	
<b>Item Stem</b>	Newspaper report <sup>15</sup> 2.According to the passage, what is the correlation between internet access and the country income group?	
<b>Correct Answer</b>	Limited internet access in low-income countries.	<b>Reason for choosing the distractor</b>
<b>Distractor 1</b>	Good internet access in low-income countries.	Indicates gap in comparing and contrasting the factual text with the help of supporting evidences.
<b>Distractor 2</b>	Moderate internet access in high-income countries.	Indicates gap in comparing and contrasting the factual text with the help of supporting evidences.
<b>Distractor 3</b>	No internet access in low-income countries.	Indicates gap in comparing and contrasting the factual text with the help of supporting evidences.

<sup>15</sup> Refer to the newspaper report on page 93.



### Sample Item 7

<b>Content Domain</b>	Reading and Writing
<b>Learning Outcome</b>	LO8: Reads stories and literary texts, both fiction and non-fiction, with understanding for pleasure and enjoyment and discusses about these.
<b>Indicator</b>	Summarises the text in own words.
<b>Cognitive Level</b>	Integrate and interpret
<b>Difficulty Level</b>	Medium
<b>Marks</b>	2
<b>Item Stem</b>	Newspaper report <sup>16</sup> 3.Summarise the newspaper article in your own words. Write your answer in 40-50 words.

<b>Marking Scheme</b>	
<b>Learner's Response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Summarises the main idea appropriately.</li> <li>The writing is well organised.</li> <li>Sentences are grammatically correct.</li> <li>Spellings and conventions of punctuation and capitalisation are used accurately.</li> </ul>	1-2
<ul style="list-style-type: none"> <li>Summarises the main idea appropriately.</li> <li>Writing is loosely organised.</li> <li>Sentences are grammatically incorrect.</li> <li>Spellings and conventions of punctuation and capitalisation are used inaccurately.</li> </ul>	0-1
No response	0

<sup>16</sup> Refer to the newspaper report on page 93.



## Sample Item 8

<b>Content Domain</b>	Reading (Literature Textbooks)	
<b>Learning Outcome</b>	LO8: Reads stories and literary texts, both fiction and non-fiction, with understanding for pleasure and enjoyment and discusses about these.	
<b>Indicator</b>	Analyses the characters, themes, plots, incidents and/or information in the text.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Medium	
<b>Marks</b>	1	
<b>Item Stem</b>	<p>Read the literary extract and answer the question:</p> <p><i>On both sides of the gravel-road were acre upon acre of tea bushes, all neatly pruned to the same height. Groups of tea-pluckers, with bamboo baskets on their backs, wearing plastic aprons, were plucking the newly sprouted leaves.</i></p> <p><i>Pranjol's father slowed down to allow a tractor, pulling a trailer-load of tea leaves, to pass.</i></p> <p><i>"This is the second-flush or sprouting period, isn't it Mr Barua?" Rajvir asked. "It lasts from May to July and yields the best tea."</i></p> <p><i>"You seem to have done your homework before coming," Pranjol's father said in surprise.</i></p> <p><i>"Yes, Mr Barua," Rajvir admitted. "But I hope to learn much more while I'm here."</i></p> <p>'Tea from Assam' from 'Glimpses of India' by Arup Kumar Datta</p> <p>The reason for Pranjol's father to be surprised was:</p>	
<b>Correct Answer</b>	Rajvir had made efforts to learn about tea for his visit.	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	Rajvir had memorised and stated a tea-related fact.	Indicates only a surface-level understanding of the text.
<b>Distractor 2</b>	Pranjol had a friend who was interested in tea.	Indicates misinterpretation of character's outlook in the story.
<b>Distractor 3</b>	Pranjol had never done his homework similarly.	Indicates issues with reading comprehension or lack of familiarity with the story.



## Sample Item 9

<b>Content Domain</b>	Reading (Literature Textbooks)	
<b>Learning Outcome</b>	LO8: Reads stories and literary texts, both fiction and non-fiction, with understanding for pleasure and enjoyment and discusses about these.	
<b>Indicator</b>	Analyses the characters, themes, plots, incidents and/or information in the text.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Medium	
<b>Marks</b>	1	
<b>Item Stem</b>	<p>Read the literary extract and answer the question:</p> <p><i>On both sides of the gravel-road were acre upon acre of tea bushes, all neatly pruned to the same height. Groups of tea-pluckers, with bamboo baskets on their backs, wearing plastic aprons, were plucking the newly sprouted leaves.</i></p> <p><i>Pranjol's father slowed down to allow a tractor, pulling a trailer-load of tea leaves, to pass.</i></p> <p><i>"This is the second-flush or sprouting period, isn't it Mr Barua?" Rajvir asked. "It lasts from May to July and yields the best tea."</i></p> <p><i>"You seem to have done your homework before coming," Pranjol's father said in surprise.</i></p> <p><i>"Yes, Mr Barua," Rajvir admitted. "But I hope to learn much more while I'm here."</i></p> <p>'Tea from Assam' from 'Glimpses of India' by Arup Kumar Datta</p> <p>Select the information about tea that is FALSE:</p>	
<b>Correct Answer</b>	There is only one sprouting period of tea in a year.	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	Tea leaves are plucked when they are small in size.	Indicates inability to infer the meaning of 'newly sprouted leaves'
<b>Distractor 2</b>	Some varieties of tea are better than other varieties.	Indicates inability to infer the meanings of 'second-flush or sprouting period' and 'May to July yields the best tea'
<b>Distractor 3</b>	Tea leaves are not picked by modern machines.	Indicates inability to infer the textual clues that indicate that the tea-pluckers are plucking the tea leaves by hand

## Sample Item 10





<b>Content Domain</b>	Reading (Literature Textbooks)	
<b>Learning Outcome</b>	LO23: Uses grammatical items as cues for reading comprehension such as tense, reported speech, conjunctions, and punctuation.	
<b>Indicator</b>	Compares two or more texts to identify similarities and differences in the use of grammatical items.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Difficult	
<b>Marks</b>	1	
<b>Item Stem</b>	<p>Read the literary extract and answer the question:</p> <p><i>On both sides of the gravel-road were acre upon acre of tea bushes, all neatly pruned to the same height. Groups of tea-pluckers, with bamboo baskets on their backs, wearing plastic aprons, were plucking the newly sprouted leaves.</i></p> <p><i>Pranjo's father slowed down to allow a tractor, pulling a trailer-load of tea leaves, to pass.</i></p> <p><i>"This is the second-flush or sprouting period, isn't it Mr Barua?" Rajvir asked. "It lasts from May to July and yields the best tea."</i></p> <p><i>"You seem to have done your homework before coming," Pranjo's father said in surprise.</i></p> <p><i>"Yes, Mr Barua," Rajvir admitted. "But I hope to learn much more while I'm here."</i></p> <p><i>'Tea from Assam' from 'Glimpses of India' by Arup Kumar Datta</i></p> <p>The sentence that most closely communicates the meaning of 'yield' as used in the excerpt is:</p>	
<b>Correct Answer</b>	The neighbouring orchard has seen its best yield in years.	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	The prosecution asked tough questions but the defendant did not yield.	Indicates inability to identify contextual meanings of words and differentiate the meaning of 'yield' given in the excerpt from the meaning of 'yield' given here i.e. to surrender or submit (oneself) to another.
<b>Distractor 2</b>	This lock is quite flimsy and might yield to any attempt at a break-in.	Indicates inability to identify contextual meanings of words and differentiate the meaning of 'yield' given in the excerpt from the meaning of 'yield' given here i.e. to give way under physical force (here, breaking).
<b>Distractor 3</b>	A well-planned investment will usually yield a good profit margin.	Indicates inability to identify contextual meanings of words and differentiate the meaning of 'yield' given in the excerpt from the meaning of 'yield' given here i.e. to produce as return from an expenditure or investment.



## Sample Item 11

<b>Content Domain</b>	Reading (Literature Textbooks)	
<b>Learning Outcome</b>	LO7: Reads, comprehends, and responds to complex texts independently.	
<b>Indicator</b>	Analyses the writer's point of view, characters, themes, plots, incidents and/or information/details in the text with arguments and supporting evidences.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Medium	
<b>Marks</b>	1	
<b>Item Stem</b>	<p>Read the literary extract and answer the questions:</p> <p><i>The way a crow</i>  <i>Shook down on me</i>  <i>The dust of snow</i>  <i>From a hemlock tree</i>  <i>Has given my heart</i>  <i>A change of mood</i>  <i>And saved some part</i>  <i>Of a day I had rued.</i></p> <p><i>'Dust of Snow' by Robert Frost</i></p> <p>The sentence that the poet is most likely to write in his diary at the end of his day is:</p>	
<b>Correct Answer</b>	Today, a small creature helped me realise that I too could shake off my worries.	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	Today was a beautiful day. A crow flew down a tree and covered me in snow!	Indicates that only the literal meaning of the poem is understood.
<b>Distractor 2</b>	Today, I realised that life is too unpredictable to complain about anything.	No real evidence to suggest this.
<b>Distractor 3</b>	Today, I sat under a tree and let myself be amazed by the enthralling beauty of nature.	Indicates a superficial understanding of the poem.

Sample Item 12

<b>Content Domain</b>	Reading (Literature Textbooks)			
<b>Learning Outcome</b>	LO23: Uses grammatical items as cues for reading comprehension such as tense, reported speech, conjunctions, and punctuation.			
<b>Indicator</b>	Compares two or more texts to identify similarities and differences in the use of grammatical items.			
<b>Cognitive Level</b>	Integrate and Interpret			
<b>Difficulty Level</b>	Medium			
<b>Marks</b>	1			
<b>Item Stem</b>	<p>Read the literary extract and answer the question:</p> <p><i>The way a crow</i>  <i>Shook down on me</i>  <i>The dust of snow</i>  <i>From a hemlock tree</i>  <i>Has given my heart</i>  <i>A change of mood</i>  <i>And saved some part</i>  <i>Of a day I had rued.</i></p> <p><i>'Dust of Snow' by Robert Frost</i></p>			
	<p>Huh! It's lunchtime and I just realised that I've forgotten my lunchbox at home!</p>	<p>Burp! I knew I shouldn't have overeaten at the wedding! I feel so full...</p>	<p>Oh no! I've missed the deadline for my job application! How utterly foolish of me!</p>	<p>Eeesh! The cat has spilled milk all over the kitchen floor! Now I'll have to clean it up!</p>
	 <p>Jeema</p>	 <p>Bishnu</p>	 <p>Sekar</p>	 <p>Ruth</p>
<p>Jeema, Bishnu, Sekar and Ruth are having a tough day! The person most likely to 'rue' their day, as the word is used in the poem, is:</p>				

<b>Correct Answer</b>	Sekar	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	Jeema	Indicates that the gravity of the situation for the most appropriate use of 'rue' is misunderstood.
<b>Distractor 2</b>	Bishnu	Indicates that the gravity of the situation for the most appropriate use of 'rue' is misunderstood.
<b>Distractor 3</b>	Ruth	Indicates that the gravity of the situation for most appropriate use of 'rue' is misunderstood.

### Sample Item 13

<b>Content Domain</b>	Grammar	
<b>Learning Outcome</b>	LO22: Uses grammatical items appropriate to the context in speech and writing. LO24: Uses words according to the context and delineate it in speech and writing.	
<b>Indicator</b>	Uses contextually appropriate grammatical items/words to convey a message with clarity and precision.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Easy	
<b>Marks</b>	1	
<b>Item Stem</b>	<p>Balkishan is reading a diary entry from 25 years ago, when he was just in middle school, and having a good laugh about a tiff he had with his parents:</p> <p>Neither mummy nor papa _____ allowing me to go for a movie with my friends! They don't care about me at all! I will not speak to them until one of them lets me go. All the children in my class, even the new boy, _____ going!</p> <p>The words that correctly fill the gaps in the given diary entry are (in the correct order):</p>	
<b>Correct Answer</b>	are, is	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	are, are	Indicates lack of clarity on subject-verb agreement.
<b>Distractor 2</b>	are, is	Indicates lack of clarity on subject-verb agreement.
<b>Distractor 3</b>	is, is	Indicates lack of clarity on subject-verb agreement.

## Sample Item 14

<b>Content Domain</b>	Grammar	
<b>Learning Outcome</b>	LO22: Uses grammatical items appropriate to the context in speech and writing. LO24: Uses words according to the context and delineate it in speech and writing.	
<b>Indicator</b>	Uses contextually appropriate grammatical items/words to convey a message with clarity and precision.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Medium	
<b>Marks</b>	1	
<b>Item Stem</b>	<p>Rabin is organising a small fair in his village and wants to design a poster for the lucky draw. He has made the first draft but it has a few errors. Help Rabin edit the poster so that it can be printed in time for the village fair:</p> <p>Tickets for only Rs. 100! _____ ticket has the chance of winning a prize! 1st prize: Branded 32 inch TV! 2nd prize: Touchscreen mobile! 3rd prize: Melamine dinner set!</p> <p><u>Any</u> consolation cash prizes totalling Rs. 5,000 /-</p> <p>The word that fills the gap in line 2 is:</p>	
<b>Correct Answer</b>	Each	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	One	May seem correct but is technically incorrect. Each ticket has equal chances of winning, even though one ticket is the winning ticket. Indicates lack of attention to detail.
<b>Distractor 2</b>	Every	Indicates a working knowledge of determiners in informal situations but is not grammatically accurate.
<b>Distractor 3</b>	No	Indicates inappropriate word choice for the given context, indicating misinterpretation of the given text.

### Sample Item 15

<b>Content Domain</b>	Grammar	
<b>Learning Outcome</b>	LO22: Uses grammatical items appropriate to the context in speech and writing. LO24: Uses words according to the context and delineate it in speech and writing.	
<b>Indicator</b>	Uses contextually appropriate grammatical items/words to convey a message with clarity and precision.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Easy	
<b>Marks</b>	1	
<b>Item Stem</b>	<p>Rabin is organising a small fair in his village and wants to design a poster for the lucky draw. He has made the first draft, but it has a few errors. Help Rabin edit the poster so that it can be printed in time for the village fair:</p> <p>Tickets for only Rs. 100! _____ ticket has the chance of winning a prize! 1st prize: Branded 32-inch TV! 2nd prize: Touchscreen mobile! 3rd prize: Melamine dinner set!</p> <p><u>Any</u> consolation cash prizes totalling Rs. 5,000 /-</p> <p>The word that rectifies the underlined error in line 2 is:</p>	
<b>Correct Answer</b>	Several	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	Enough	Indicates inappropriate word choice for the given context, as the context demands some degree of specificity.
<b>Distractor 2</b>	Some	Indicates inappropriate word choice for the given context and leads to the formation of a grammatically incorrect sentence.
<b>Distractor 3</b>	Little	Indicates lack of familiarity with countable and uncountable nouns (little - cash prizes) and leads to the formation of a grammatically incorrect sentence.



## Sample Item 16

<b>Content Domain</b>	Grammar	
<b>Learning Outcome</b>	LO22: Uses grammatical items appropriate to the context in speech and writing. LO24: Uses words according to the context and delineate it in speech and writing.	
<b>Indicator</b>	Uses contextually appropriate grammatical items/words to convey a message with clarity and precision.	
<b>Cognitive Level</b>	Integrate and Interpret	
<b>Difficulty Level</b>	Difficult	
<b>Marks</b>	1	
<b>Item Stem</b>	<p>Two neighbours are talking about a stray puppy found howling in the rain the previous night.</p> <p>Neighbour 1: How late was it when you found the puppy? Neighbour 2: Oh, it was almost midnight! I had just got back from a wedding. Neighbour 1: The poor thing must have been completely drenched! Neighbour 2: Soaking wet! _____.</p> <p>The most appropriate and accurate dialogue to complete the conversation is:</p>	
<b>Correct Answer</b>	I cannot imagine what might have happened to the puppy if I hadn't found it!	<b>Reason for Choosing the Distractor</b>
<b>Distractor 1</b>	I cannot imagine what happened to the puppy unless I found it!	Grammatically incorrect.
<b>Distractor 2</b>	I cannot imagine what all could happen to the puppy after my finding it!	Indicates issues with reading comprehension as the sentence suggests that the puppy would be in danger even after being found.
<b>Distractor 3</b>	I cannot imagine what will happen to the puppy after I find it!	Indicates issues with reading comprehension as the sentence suggests that the puppy would be in danger even after being found, and that it is yet to be found.

### Sample Item 17

<b>Topic</b>	Literature
<b>Learning Outcome</b>	LO7: Reads, comprehends, and responds to complex texts independently.
<b>Indicator</b>	Infers both the explicit and implicit meanings of complex texts. Analyses the writer’s point of view, characters, themes, plots, incidents and/or information in the text.
<b>Cognitive Level</b>	Reflect and Evaluate
<b>Difficulty Level</b>	Medium
<b>Marks</b>	2
<b>Item Stem</b>	The word ‘Amanda!’ with an exclamation mark is repeatedly used in the poem ‘Amanda!’ by Robin Klein. How does this effectively communicate Amanda’s curtailment of freedom depicted in the poem?
<b>Marking scheme</b>	
<b>Learner’s response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• The implicit meanings of the text are inferred correctly.</li> <li>• The point of view of the other speaker is analysed with evidence from the text.</li> <li>• Personal point of view is constructed using evidence from the content, background knowledge about the topic and/or from past experiences.</li> <li>• The writing is well organised.</li> <li>• Sentences are grammatically correct.</li> <li>• Spellings and conventions of punctuation and capitalisation are used accurately.</li> </ul>	1-2
<ul style="list-style-type: none"> <li>• The implicit meanings of the text are inferred to some extent.</li> <li>• The point of view of the other speaker is analysed with a few evidences from the text.</li> <li>• Personal point of view is shared with a few supporting evidence.</li> <li>• Writing is loosely organised.</li> <li>• Sentences are grammatically incorrect.</li> <li>• Spellings and conventions of punctuation and capitalisation are used inaccurately.</li> </ul>	0-1
No response.	0

## Sample Item 18

<b>Topic</b>	Literature
<b>Learning Outcome</b>	LO7: Reads, comprehends, and responds to complex texts independently.
<b>Indicator</b>	Infers both the explicit and implicit meanings of complex texts. Analyses the writer's point of view, characters, themes, plots, incidents and/or information in the text.
<b>Cognitive Level</b>	Reflect and Evaluate
<b>Difficulty Level</b>	Medium
<b>Marks</b>	3
<b>Item Stem</b>	Valli is eight years old in 'Madam Rides the Bus' by Vallikkannan. What is implied by the use of the word 'Madam' to refer to Valli in the story, considering she is a young girl?
<b>Marking Scheme</b>	
<b>Learner's Response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>The implicit meanings of the text are inferred correctly.</li> <li>The characters, their experiences etc. are analysed in vivid detail.</li> <li>Personal point of view is constructed using evidences from the content, background knowledge about the topic and/or from past experiences.</li> <li>The writing is highly persuasive.</li> <li>The writing is well organised.</li> <li>Sentences are grammatically correct.</li> <li>Spellings and conventions of punctuation and capitalisation are used accurately.</li> </ul>	2-3
<ul style="list-style-type: none"> <li>The implicit meanings of the text are inferred to some extent.</li> <li>The characters, their experiences etc. are analysed to some extent.</li> <li>Personal point of view is shared with a few supporting evidences.</li> <li>The writing is persuasive to an extent.</li> <li>Writing is loosely organised.</li> <li>Sentences contain a few grammatical errors.</li> <li>Spellings and conventions of punctuation and capitalisation are used with a few errors.</li> </ul>	1-2

<b>Marking Scheme</b>	
<b>Learner's Response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• The implicit meanings of the text are not inferred.</li> <li>• The characters, their experiences etc. are not analysed.</li> <li>• Personal point of view is shared with no supporting evidences.</li> <li>• The writing is not persuasive.</li> <li>• Writing is poorly organised.</li> <li>• Sentences are grammatically incorrect.</li> <li>• Spellings and conventions of punctuation and capitalisation are used inaccurately.</li> </ul>	0-1
No response.	0

### Sample Item 19

<b>Topic</b>	Literature
<b>Learning Outcome</b>	LO15: Analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing. LO33: Recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class.
<b>Indicator</b>	Critically examines the cultural experience in a text with sensitivity and discusses the point of view of the writer, geographical and cultural context, time period etc. Justifies a position with arguments and supporting evidence to effectively communicate the intended message and persuade the audience.
<b>Cognitive Level</b>	Reflect and Evaluate
<b>Difficulty Level</b>	Difficult
<b>Marks</b>	5
<b>Item Stem</b>	Critically examine the parallels between the issues we find in society today and those raised in 'The Proposal' by Anton Chekhov.

<b>Marking Scheme</b>	
<b>Learner's Response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• The attitudes, values, practices etc. reflected in the text are well identified.</li> <li>• The point of view of the writer, geographical and cultural context, time period etc. are critically examined.</li> <li>• The characters, their experiences etc. are analysed in vivid detail.</li> <li>• Personal point of view is constructed using evidences from the content, background knowledge about the topic and/or from past experiences.</li> <li>• The writing is highly persuasive.</li> <li>• The writing is well organised.</li> <li>• Sentences are grammatically correct.</li> <li>• Spellings and conventions of punctuation and capitalisation are used accurately.</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• The attitudes, values, practices etc. reflected in the text are identified to some extent.</li> <li>• The point of view of the writer, geographical and cultural context, time period etc. are examined to some extent.</li> <li>• The characters, their experiences etc. are analysed to some extent.</li> <li>• Personal point of view is shared with a few supporting evidences.</li> <li>• The writing is persuasive to an extent.</li> <li>• Writing is loosely organised.</li> <li>• Sentences contain a few grammatical errors.</li> <li>• Spellings and conventions of punctuation and capitalisation are used with a few errors.</li> </ul>	2-3
<ul style="list-style-type: none"> <li>• The attitudes, values, practices etc. reflected in the text are not identified.</li> <li>• The point of view of the writer, geographical and cultural context, time period etc. are not examined.</li> <li>• The characters, their experiences etc. are not analysed.</li> <li>• Personal point of view is shared with no supporting evidences.</li> <li>• The writing is not persuasive.</li> <li>• Writing is poorly organised.</li> <li>• Sentences are grammatically incorrect.</li> <li>• Spellings and conventions of punctuation and capitalisation are used inaccurately.</li> </ul>	0-2
No response.	0

## Sample Item 20

<b>Content Domain</b>	Writing: Formal letter
<b>Learning Outcome</b>	LO13: Writes personal, official and business letters, articles, debates, paragraphs based on visual or verbal clues, textual inputs, etc.
<b>Indicators</b>	<p>Uses appropriate formats for the writing task.</p> <p>Interprets the given inputs/clues appropriately to formulate a response.</p> <p>Justifies a position with arguments and supporting evidence to effectively communicate the intended message and persuade the audience.</p> <p>Provides solutions to the central problem wherever applicable e.g. a letter to the editor or a debate.</p> <p>Expresses ideas with interconnectedness and a logical flow.</p> <p>Uses grammatically correct sentences.</p> <p>Uses spellings and conventions of punctuation and capitalisation accurately.</p>
<b>Cognitive Level</b>	Create
<b>Difficulty Level</b>	Moderate
<b>Marks</b>	5
<b>Item Stem</b>	<p>1. You have been attending online classes because of the COVID-19 pandemic. In the past few weeks, you have noticed that some students in your class are misusing the online platforms to bully other students. Please write a letter to your Principal explaining to her/him the bullying situation you have noticed. You can describe what has happened in your letter, how long it is going on for, and what you think is needed to improve the situation.</p>

### Marking Scheme

<b>Learner's Response</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Consistent sense of audience and appropriate format.</li> <li>• Interprets the given inputs/cues appropriately; justifies a position with supporting evidence.</li> <li>• Varied sentences; wide range of vocabulary; provides a solution to the central problem.</li> <li>• Strong sense of structure, paragraphing, and sequence.</li> <li>• Spelling, punctuation, and grammar almost always accurate.</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• Sense of audience mostly secure.</li> <li>• Interprets the given inputs/cues; and justifies a position with supporting evidence to a great extent.</li> <li>• Varied sentences; wide range of vocabulary; provides a solution to the central problem.</li> <li>• There is evidence of format and fluency. Sentences and vocabulary are effective.</li> <li>• Secure overall structure; mostly well sequenced. Spelling, punctuation and grammar generally accurate.</li> </ul>	3-4

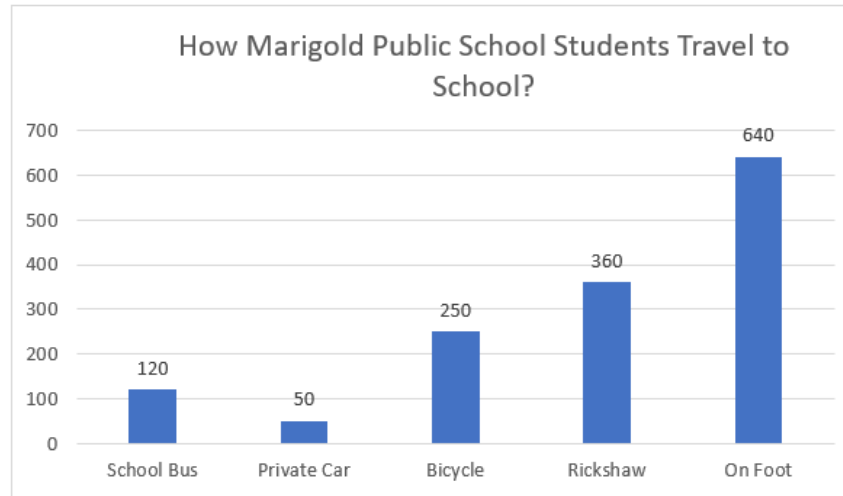
<ul style="list-style-type: none"> <li>Occasional sense of audience.</li> <li>Struggles to interpret the given inputs/cues; and justifies a position with a supporting evidence.</li> <li>Mostly written in correctly structured sentences and format; vocabulary may be plain but adequate for the task; mostly structured.</li> <li>Minor, but more frequent errors of spelling, punctuation, and grammar.</li> </ul>	2-3
<ul style="list-style-type: none"> <li>Inconsistent format</li> <li>No attempt to interpret the given inputs/cues. Simply states the position.</li> <li>Simple sentences; vocabulary simple; basic structure.</li> <li>Frequent errors of spelling, punctuation and grammar.</li> </ul>	1-2
<ul style="list-style-type: none"> <li>Expression unclear</li> <li>Flawed sentence construction and order.</li> <li>Persistent errors of spelling, punctuation and grammar impede communication.</li> </ul>	0-1
<ul style="list-style-type: none"> <li>No response</li> </ul>	0

### Sample Item 21

<b>Content Domain</b>	Writing: Analytical paragraph
<b>Learning Outcomes</b>	LO14: Evaluates content presented in print and in different genres/formats and presents content using symbols, graphs, diagrams, etc. LO7: Reads, comprehends, and responds to complex texts independently. LO22: Uses grammatical items appropriate to the context in speech and writing. LO24: Uses words according to the context and delineate it in speech and writing. LO13: Writes personal, official and business letters, articles, debates, paragraphs based on visual or verbal clues, textual inputs, etc.
<b>Indicators</b>	Describes the graph in own words in the form of a presentation. Infers both the explicit and implicit meanings of complex texts. Uses contextually appropriate grammatical items/words to convey a message with clarity and precision. Uses appropriate formats for the writing task. Interprets the given inputs/clues appropriately to formulate a response. Expresses ideas with interconnectedness and a logical flow. Uses grammatically correct sentences. Uses spellings and conventions of punctuation and capitalization accurately.
<b>Cognitive Level</b>	Create
<b>Difficulty Level</b>	Moderate
<b>Marks</b>	5

**Item Stem**

Students at Marigold Public school were asked how they travel to school in the morning. The bar graph shows the number of different transportation methods used by the school students.



**Marking Scheme**

**Learner's Response**

**Marks**



<ul style="list-style-type: none"> <li>• Writes a suitable heading and uses an appropriate format.</li> <li>• Evaluates the graph appropriately, ideas are cohesive and connected.</li> <li>• Interprets the given inputs/cues appropriately; justifies a position with supporting evidence.</li> <li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• Writes a suitable heading and attempts to use an appropriate format.</li> <li>• Evaluates the graph to a great extent, ideas are cohesive and connected.</li> <li>• Interprets the given inputs/cues appropriately; justifies a position with supporting evidence.</li> <li>• Grammar and word choice are varied adequate; errors occasionally impede meaning.</li> </ul>	3-4
<ul style="list-style-type: none"> <li>• Attempts to write a suitable heading.</li> <li>• Struggles to evaluate and describe the graph to a great extent, ideas are disjointed.</li> <li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li> </ul>	1-2
<ul style="list-style-type: none"> <li>• Response includes an attempt to reference the presentation/picture but conveys little information.</li> <li>• Not able to interpret the graph.</li> <li>• Grammar and word choice are limited and impede meaning.</li> </ul>	0-1
<ul style="list-style-type: none"> <li>• No response</li> </ul>	0

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# Learning Framework - English

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