

Guidelines for Paper Setters

ENGLISH (F. L.)

SECTION A

Questions 1, 2, 3

▪ **What is tested in question 1, 2, and 3 ?**

Reading Comprehension

▪ **Question 1 should require the student to:-**

1. Deduce the meaning/synonyms/antonyms of unfamiliar lexical items in a given context (Ques. 1.1)
2. Identify the main points of a narrative text, theme, main events, character's actions values (Ques. 1.2)

▪ **Question Type**

1.1 Very short answer

1.2 Objective type [MCQ]

▪ **Difficulty level** Easy to Average

▪ **When setting Question 1**

1. The background/context of the story should be familiar
2. Most of the vocabulary items should have been encountered by students in their study of other subjects.
3. Frame questions on understanding crucial to the narrative sequence not on trivial details.
4. Passage length – about 150-200 words.
5. There should be one clear answer.

▪ **Question 2 should require the student to:-**

- Transcode information from verbal to diagrammatic forms – tree diagram.
- The passage will be explanatory/descriptive/expository.

- **Question type**- Very short answer. (one/two words)

- **Question format:-** Tree diagram.

The diagram should have 10 blank slots. Apart from these slots, a few should be filled in by the paper setter to provide the stimulus.

- **Difficulty level: Average**

Passage should be from the area of current topics e.g. in Science, Geography, Environmental awareness that the student can be expected to be acquired with. The points should as far as possible, be in linear sequence to facilitate transcoding. Where example is required give only one from those mentioned in the passage.(idioms,phrases)

- **Question 3 should require the student to:-**

1. Deduce the antonym /synonyms of unfamiliar lexical items in a given context (Question 3.1)

2. Interpret the ideas in a text and link them through completion of statements.

Understand the relations between different parts of a text. (Question 3.2)

- **Question type**

3A Very short answer

3B short answer

- **Question format:**

3.A. Very short answer

3.B.Completion of statements.short answer.

- **Difficulty level** - Difficult

- **When setting Question 3**

The statement 3.B must contain the main points of the passage.

SECTION B

Q. 4A. **What is tested in Question 4A (Objective of the questions)**

- Recall of events of the text – the recall of slots, information, happenings that are explicitly stated in the text material.

- **Question 4A should require the students to :**

- Recall significant details such as the setting of a story, reasons for events incidents described.
- Recall main ideas (rote memory should not be required)
- Recall the order of events or actions explicitly stated.

- Recall likeness and differences among characters, places, events as explicitly stated.
- Recall reasons for certain incidents, events or a character's action explicitly stated in the selection.
- Recall traits of characters as explicitly stated.

▪ **Question type** – short answer

▪ **Question format** – sentence completion

▪ **Difficulty level** – Easy

▪ **When setting Question 4A:**

1. The blank should be at the end of the sentence.
2. The significant details should be selected not trivial details.
3. Direct quote from text not required from student.
4. Answer required should be in ten or less words.
5. The main part of the sentence should end with a subordinating conjunction or words that indicate the direction of the answer expected.

Q. 4.B What is tested in Question 4.B(Objective of the questions)

Factual recall of text: recall of ideas explicitly stated

▪ **Question 4B should require the student to:**

- Recall and briefly describe incidents, actions, comparisons, contrasts, sequence, main ideas, and traits.
- The difference between Q.4.A and Q.4B is in the length of response expected. Question 4B requires the student to frame the entire answer. This question should focus on substance that needs to be given in one or two connected ideas.

▪ **Question Type and format:** Questions that require short answers

▪ **Difficulty level:** Average

▪ **When setting Question 4B**

1. Significant ideas should be selected not trivial details.
2. Direct quote from text is not required as response.
3. The question should require one or two facts explicitly stated in the text and it should be possible to answer each in about 15-20 words.

Q. 4C. What is tested in Question 4C (Objective of the question)

Inferential Comprehension

The answer is not explicitly stated in the text. The student must express possibilities that derive from the content of the selection.

▪ **Question 4C should require the student to:**

- Provide the general theme/significance which is not explicitly stated in the extract.
- Infer likenesses, differences in places, times, characters when not explicitly stated.
- Conjecture what may have caused the author to use certain words, characterisation in the selection.
- Conjecture what action or incident might have taken place between two explicitly stated actions or incidents.

▪ **Question type** Short answer

▪ **Difficulty level** Average

▪ **When setting Question 4C**

1. Remember this is not the traditional reference to context question. The answer should

Not be directly available from the text.

The extract quoted is meant to be stimulus for the inferences.

2. Extracts should be short.

Each extract should serve as a stimulus. The answer should not be contained in the extract.

3. It should be possible to answer the question within the word limit prescribed.

Q. 4D **What is tested in Question 4D (Objective of the question)**

Comprehension and application of text vocabulary

▪ **Question should require the student to:**

- Demonstrate comprehension of text vocabulary through replacing the underlined words/phrases.
- Demonstrate ability to apply text vocabulary using the equivalent words in the given sentences and reframing the sentences if necessary.

▪ **Question Type:** Short answer

▪ **Question Format:** (Sentence) with word/phrase underlined - Sentence should not be from the text.

▪ **Difficulty level:** Easy to Average.

▪ **When setting question 4D**

1. The sentences given should not be from the text.

2. The underlined/word/phrases should be from the text.

3. One item should be from the highlighted vocabulary section in the text.

Q. 5A What is tested in Q. 5 ? (Objective of the Question)

Comprehension of the poem and knowledge of figures of speech.

- **Question 5 should require the student to:**
 1. Identify the figures of speech.
 2. Demonstrate comprehension of the poem and poetic devices used.
- **Question Type:** Short answer/very short answer.
- **Question format:** Questions.
- **Difficulty level:** Easy.
- **When setting Quest. 5**
 1. The extract should be 3-5 lines.
 2. The answer should not be contained in the extract.

Q.5B. What is tested in Q.5.B

Student's comprehension and appreciation of the poem.

Q.5.B Should demonstrate understanding of the central idea of the poem.

Demonstrate critical appreciation of the poem.

Q. 6 What is tested in Qs. 6 (Objective of the questions)

Question 6 should require the student to:

Express opinions and justify them. The student could be asked to interpret and evaluate/comment on the following aspects of a literacy text:

- a) **Character:** Suitability of a character's action in a particular incident.
 - The motives of a character and their interaction with others.
 - The nature of characters on the basis of the action, events, background, speech.
- b) **Theme/story/plot**
 - As emerging through the progression of events and links between them.
 - As emerging through the main events.
 - As emerging through some expression used by the characters.
- c) **Setting of the supplementary text as seen through**
 - Beliefs and attitudes of the characters.
 - Socio economic and cultural background.
 - Time and place.

Q. 6. **Question Type and format:** Long Answers

- **Difficulty level** -> Average to difficult

When setting question 6

1. Make question precise

2. Avoid words like discuss, elaborate

The student does not know what to write and how much to write in response to such words.

3. It should be possible to answer the question within the specified word limit.

4. These are open ended question. Accept responses that are reasonable and logical in the context of the lessons/poems.

SECTION C

▪ What is tested in Question 7 ?

Application of grammar

1. Q.7.A is broadly based on parts of speech(excluding nouns,verbs, interjections) Avoid repetition.
2. There will be 5 questions.
3. Question 7.A, B, D & E should carry more than 3 marks and 7C carries 4 marks.
4. Each blank should not carry more than half a mark.
5. Marks are to be allotted to the verbal group as a whole in each blank.
6. If students are required to write a sentence allot one mark to each sentence.
7. Reported Speech and Modals will be included in every paper and should carry 3 marks.
8. Question 7B Modals is not of the gap completion type. Student will be asked to write sentences based on a situation, **assuming he is the speaker.**
9. Reported Speech. Do not expect students to transform word for word. Summarising is necessary.

SECTION D QUESTION 8-10

▪ What is tested in Question 8,9,10

Writing Skills: The students ability to synthesise and organize his thoughts and express them in clear and grammatically correct English with appropriate use of vocabulary based on visual or verbal stimulus. This Section requires to respond through a short writing task, one letter and an extended writing task.

Q. 8 a) Question 8 (A) should require the students to:

1. Write a description on a visual stimulus.

- **Question Types and Format:** Long Answer
- **Difficulty Level:** Average

▪ **When setting Question 8(A):**

1. This question need not require a description of a scene every time.
2. The students should need the visual to answer the question. The visual should provide the stimulus for the writing task.
3. Instructions should be precise.
4. Picture sources: Magazines, Newspapers, texts of other classes, pictorial reports of events, pie-charts and graphs.
5. It should be possible to answer the question in about 75-80 words.

Q. 8 B) Consists of Report writing, Message Writing or Notice Writing.

It is a choice question. (8 A or 8 B)

Q.8.B) Should require the students to write the answer in the required format in a concise and clear manner.

Difficulty level—Average.

When setting Q.8B

1. It should be possible to answer the question in 50 words.
2. Instructions should be precise and clear.
3. The situation should be within the scope of the student.

Q 9 What is tested in Question 9 ?

Letter writing – Informal or Formal

▪ **Question 9 should require the students to:**

Communicate formally through a letter to the person and for the purpose specified. The students should use the BLOCK format of letter writing. .

▪ **Question Type:** Long answer (about 100 words)

▪ **Difficulty level:** Average

▪ **When setting Question 9:**

1. The following details must be included in the question instructions.

a) **The name and address of the sender:** The students is required to write the same name and address assuming himself to be the sender.

b) **The situation** that forms the reason for/background of the letter.

e.g.

- Your family has just moved from a busy town to a village because your father, a postal employee has been transferred here.
- Your classmate is ill and so could not participate in the Annual School Day Celebration.....
- You were selected to represent Goa in an inter-state elocution competition in New Delhi. You won the second prize.

c) The writing (output) expected e.g.

1. (In the question, mention occupation/family connection of the addressee but do not mention name and address.)

e.g.

- Write to your friend in the town where you lived.
- Write to your father/brother...

(Mention what the substance of the letter should be. Be precise)

e.g.

- Write “_____ describing your life in the village and your first month in your new school.
- “_____ describing the Annual school Day and in particular the items in which you/your class did well”.

OR

- A Formal letter should require the student to:

Use the BLOCK format.

- Question Type: Long Answer (about 100 words)
- Question Difficulty level – Average
- When setting Question 9

The following details must be included in the question instruction:

- a) Sender's name and address: The student must use the same name/address given in the question paper assuming himself to be the sender.
- b) The situation that forms the reason for/background of the letter
“ _____hawker selling unhygienic foods outside the school gates_____”

- c) The writing task

- Mention the job/designation of the addressee. Mention official address where necessary. (name and address of a business establishment could be given)

Eg. * Write to the Personnel Manager, Bharat Steel Enterprises.

- 2) Mention the substance required.

- “ _____ suggest measures to solve the problem.

QUESTION 10

- **What is tested in Question 10?**

Synthesis – Extended writing.

- **Question 10 should require the student to:**
 1. Plan, organize and present ideas coherently in a piece of extended writing by introducing, developing and concluding a topic.
 2. Compare/contrast ideas and present viewpoints/conclusions.
 3. Present an argument supporting it with examples.
- **Question Type:** Long answer
- **Difficulty level:** Difficult
- **When setting Question 10**

The following details must be included in the question instructions.

When choosing the topics-----one topic should be a text based theme
e.g.travelogue/tourism/animals/environment

1. **The reader**

Eg.

When you say “_____write an article for a school magazine” it means school children and parents are the main readers.

When you say “_____ write an article for a newspaper” it means the general public readership.

When you say “_____ write an article for the “Junior Science Magazine” it assumes students/youth as readers.

2. **The writing task (output)** about 150-200 words.

NOTE: The instruction must direct the student’s thinking without ambiguity.