महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे ०४

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दिनांक ८ ऑगस्ट,२०१९ नुसार

इयता १०वी -इंग्रजी

(तृतीय-भाषा)

सुधारित मूल्यमापन आराखडा

महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे

subject : English (Third Language)
Std. : 10th

1. Role of Activity Sheets

New Evaluation Pattern

English (Compulsory)

Std – X (Third Language)

Every student is unique and special. Students have divergent ways of thinking. They are curious to know about all things going around. They are moving into the 21St century with all types of exposure to social media. They learn by doing things practically. So teachers have taken a back seat and aimed to develop their creativity and critical thinking. If we have to change our future citizens, we have to change their way of thinking. And this is only possible by helping them to learn, rather than teaching them.

Even while evaluation, if the question paper is based on different activities, students can solve it without any stress and tension. It will get rid of their fear of examination and develop their confidence. Through this new evaluation pattern, we are going to check their life skills needed for 21st century, like reasoning, creativity, imagination, inference and application. The new internal / oral and written evaluation pattern will check the skills and competencies, that they have achieved throughout the year. It is like a checklist to track the progress or performance of the students, which will also help them to check their linguistic abilities. It will monitor their linguistic learning competencies and skills, not just their knowledge. Eventually this will develop their intelligence, communication skills and personality.

The activities in the course book are based on constructivism where every student has scope to use his/her own knowledge of language. The concepts of the students are made clear, their linguistic skills are developed, they are geared up for public speaking. Their personality is enhanced with boosted confidence which in turn leads to fluency and accuracy in the long term/run. The new evaluation pattern also improves their interpersonal relationship along with communication skills and prepares them to compete globally.

English (Third Language)My English Coursebook

Evaluation Pattern : Standard IX and X

1. Role of Activity Sheets

2. Framework / Format of Activity Sheet.

Skill wise Testing Areas : Detailed Explanation

Section I : Language Study

Section II : Textual Passages

Section III : Poetry

Section IV : Non – Textual Passage

Section V : Writing Skill

Section VI : Skill Development

3. Role of Applied Writing

(A) Letter Writing

(B) Dialogue Writing / Drafting a speech

(A) Information Transfer

Verbal to Non – verbal and Non – verbal to Verbal

(B) Expand the theme

(A) translation

Note :
The above framework and format of "Activity Sheet" will be same for –

1. **Std IX – First Term Exam**
2. **Std IX – Second Term Exam**
3. **Std X – First Term Exam**
4. **Std X – Preliminary Exam**
5. **Std X – Board Final Exam**

Keeping the above objectives in mind it had become mandatory to revise the evaluation pattern for Std IX and X standard.

Using English practically and working out activities on your own is the key to learning English faster. Of course, the important role of the teacher as the facilitator and navigator will steer the students towards the path of success of mastering English.

2. Framework / Format of Paper

SSC Paper Patttern

(Std X)

(My English Coursebook Ten (Third Language))

*Written paper 80 Marks
* The difficulty wise distribution of marks in 80 marks paper should be :
40% :Easy 40% :Medium – range 20% : challenging
A set of each type of questions is provided with this presentation. The teacher May design her/his question paper by using a judicious combination of the question types. A specimen format has been given here for reference only.

Format of Question Paper

Section	Skill/Testing Items	Marks	Time
Section I Language Study	Q.1 (A) Language study (B) Language Study	**08 Marks** **02 Marks**	**12 min** **03 min**
Section II Textual Passages	Q.2 (A) Textual Passage (B) Textual Passage	**10 Marks** **10 Marks**	**15 min** **15 min**
Section III Poetry	Q.3 (A) Poem for Comprehension (B) Poem for Appreciation	**05 Marks** **05 Marks**	**10 min** **08 min**
Section IV Non Textual passage	Q.4 (A) Non-textual Passage for Comprehension (B) Summary of another Non Textual Passage	**10 Marks** **05 Marks**	**20 min** **15 min**
Section V Writing Skills	Q.5 (A) Letter Writing (Formal / Informal) (B) Dialogue writing / Speech Q.6 (A) Information Transfer Non-Verbal to Verbal/verbal to Non-verbal (B) Expand the theme.	**05 Marks** **05 Marks** **05 Marks**	**15 min** **15 min** **15 min**

	News Report based on the given headline story Dialogue writing on given theme	**05 Marks**	**15 min**
Section VI Skill Development	Q.7 (A) Translation	**05 Marks**	**07 min**
	Review		**15 min**
	Total	**80 Marks**	**180 mins**

Skill wise Testing Areas : Detailed Explanation

Section 1 : Language Study **10 Marks**

4 marks for simple activities

4 marks for medium level activities 15 min

2 marks for challenging activities

English is taught and learnt not as a subject but as a language to facilitate global communication. While learning any language, the students need a lot of exposure, to the language. Language study, which includes activities based on grammar and vocabulary helps the students to understand the appropriate usages of language.

We have activities based on vocabulary and grammar, which are different from activities given in A3 and A4 of textual and non-textual passages. Definitions, rules and terms should not be directly asked in the activity sheet.

Q.1 (A) Language Study (Any Four)08 Marks

(6 simple activities based on vocabulary and grammar with options.)

1. Complete the words/spellings by using correct letters/
   Fill in the missing letters 02 Marks
2. Put the words in alphabetical order. 02 Marks
   Words beginning with different letters (OR)
   Words beginning with same letters (4 words each)

3. Punctuate the following (2 sentences from the course book) 02 Marks
Use of quotation marks, commas, apostrophe,
Capitalization, full-stop, question mark, exclamation mark.

4. Make four words each (minimum of 3 letters) using the letters in the given word. 02 Marks

5. Write related words. (Any one) 02 Marks

AdjAdv

Adj Noun AdjAdv Verb Adv

Adj}Adv

6. Complete the word chains of noun/verb/adjective.

For example, Nature,

English,h----, -----, -----, -----, ----- (4 words). 02 Marks

(B) Do as directed (Any One) **02 Marks**

(1) Make meaningful sentence by using given phrase. 02 Marks

(2) (A) Add prefix or suffix to make new words. (02 words) 01 Marks

(B) Use any one of the following words in your own sentence. (2 words) 01 Marks

(same words from (a) should be asked in (b))

Section II : Textual Passages **20 Marks**

(Reading skill, Vocabulary and Grammar)

Q. 2 (A) and (B) Textual passages for comprehension **30 minutes**

This section contains activities based on reading comprehension. The students level of understanding what he/she reads can only be tested, if different types of activities given are based on the content. In this section the students understanding and ability to draw inferences and conclusions, to pick out relevant responses to the questions from different paragraphs, his knowledge of reading between the lines and expressing his personal response about the content given in the passage, are evaluated. One of the most important aspects is so test vocabulary development from the passage. The passage is also used to check the deep knowledge the child has about contextual language study and its usage while writing.

It contains activities like –

(1) Simple factual activity 02 Marks

(2) Complex factual activity 02 Marks

(3) Activity based on vocabulary 02 Marks

(4) Activity based on contextual grammar 02 Marks

(5) Activity based on personal response, expression, creation And imagination 02 Marks

Section III : Poetry 10 Marks

Q.3 (A) Poem for comprehension 05 Marks

(B) Appreciation of the poem 05 Marks

Section III is based on reading, understanding and appreciating the poems. The students are expected to use the imagination and literary devices and also identify devices that make poetry different from prose. The students are also expected to appreciate the poem by analysing, its key components.

Q.3 (A) Poem for comprehension 05 Marks

(A1) Simple factual 02 Marks
(A2) Complex factual 02 Marks
(A3) Poetic device 01 Marks

(B) Poem for appreciation.

(Students should write an appreciation of the given poem with the help of given points in points format) **05 Marks**

1. Title ½ Marks
2. Poet ½ Marks
3. Rhyme scheme 01 Marks
4. Figure of speech (Any 1) 01 Marks
5. Theme / Central Idea (At least 2 to 3 lines) 02 marks

Section IV :Non – Textual Passage **15 Marks**

Q.4 (A) Non –textual passage for comprehension **20 minutes**

(Refer to the points given for textual passages.)

(B) Non – textual passage for summary **15 minutes**

* The aim of summary of a passage is to enable the student to understand the main points and express them in their language in short.
* The student should read the given passage very carefully to understand it.
* Suggesting title is mandatory.
* The student should express the theme / gist of the passage in his own words.
* The student should use appropriate vocabulary, grammar and language while Summarizing
* The student should avoid exact repetition of sentences while summarizing and he should not express his opinion.

Section V : Writing Skill 15 Marks

(a) Letter	15 min
(b) Information Transfer	15 min
(c) Expand the Theme	15 min

The aim of developing writing skills is to help students development in imagination thinking in coherent, cohesive manner and express it in various written forms. The student should be able to organize his ideas and thoughts in clear piece of writing reflecting his novelty and creativity. It should also reflect his sensitivity to the subject.

(a) Letter Writing **05 marks**

It's a very important mode of communication which is very useful in persons and professional development of an individual.

The child should be able to differentiate informal / friendly messages from forms messages sent to officials.

The teacher is expected to impart the objectives of all types letter writing. The students must be taught both the Formal and Informal Letter writing. The objective hens is to see that the student learn the format of each given type of letter properly alone with the language used.

* In the activity sheet both types of letters will be given where students can choose any one of them.

* Emotions, opinions should be well expressed through proper words.

* Letters should be written in block format. All the components of the letter should be aligned to the left.

* The following points should be considered while writing a letter.

Q.5 (A) Letter Writing – Marking scheme **05 Marks**

Formal		**Informal**	
* Sender's address &date	½ Mark	Sender's address & Date	½ Mark
* Receipients address	½ Mark		
* Subject	½ Mark	Salutaion	½ Mark
* Saluatation		Main body	2½ Marks
* Main body	2 Marks	Closing	½ Mark
*Subscription / closing	½ Mark	Grammar	1 Mark
* Grammar	1 Mark		

(B)Dialogue writing / Drafting a speech **05 Marks**

Theobjective of dialogue writing is to develop conversational English used in day-to-day life.

* Appropriate tense (present, past, future) should be used while writing a dialogue.

* Language style should be used in accordance to the context and relation of the speaker.

* Dialogue should be written in a very simple, lucid language keeping in mind the flow of the conversation.

* Punctuation marks should ne used appropriately wherever necessary.

1) Dialogue Writing – Marking scheme **05 Marks**

a) Prepare a dialogue from the jumbled sentences(Chit-Chat)
(4 sentences) 01 Mark

b) Complete the dialogue
(Any 2 questions from Chit-Chat) 01 Mark

c) Write a dialogue on given theme.
(Any one theme from Chit-Chat / based on the subject of any prose)
(Minimum 3 meaningful exchanges)

ii) Drafting a speech

The objective of a speech is to express and convey your opinions, views and thoughts to an audience, It also helps enhance ones oratory skill.

Steps to follow

* Determine your topic for speaking and understand the general and specific purpose of your speech to meet the needs of your delivery.
* Prepare your speech to capture and captivate your listener.

ii) Drafting a speech – Marking scheme **05 Marks**

* Appropriate beginning / conclusion 01 Mark
* Body – Use of given points and additional points,
  Appropriate use of language 02 Mark
* Appropriate sequence and flow of language 01 Mark
* Use of appropriate grammatical structure 01 Mark

Q.6 (A) Information Transfer **05 Marks**

The main aim if information transfer is to enable the students to interpret any information that comes across in his day-to-day life. For example – If he visits railway station, he should be able to interpret the given time table and express it in particular form when it is to be conveyed.

(i) **Verbal to non- verbal** (ii) **Non verbal to Verbal**

The student should transfer the given information from a paragraph to the non-verbal format.

* Read the paragraph carefully.
* Sort out the important points.
* Incorporate the points in the given format.
* The student can use a pen or a pencil to draw.
* The student is not allowed to add his/her own points to the information given.

(a) Information Transfer – Marking Scheme **05 Marks**

* Read and present in a graphic form.

(Chart, tree-diagram, flow – chart, Do's and Don'ts etc.)

* Observe the graphic and describe.

Verbal to non-Verbal		**Non-verbal to verbal**	
* Title	01 Mark	* Title	01 Mark
* Covering all points	02 Marks	* Use of given points	02 Marks
* Appropriate graphic/ Layout	01 Mark	* Grammar	01 Mark
* Overall presentation	01 Mark	* Appropriate beginning And conclusion	01 Mark

(b) Expand the theme **05 Marks**

One of the most important aspects of developing writing skill is to develop students thinking ability and express it as per their word limit. This writing skill develops no only th imagination but helps him create a strong opinion while evaluating the reality that these ideas/themes relate to.

(1) News Report
(2) Developing a story/with a given begining/end
(3) Dialogue writing based on given theme.

(b) Expand theme Marking scheme **05 Marks**

(B) Translation **10 min**

The main purpose of translation is to develop the ability to express the thought in different languages. The child should be able to read, understand and interpret in both the languages. It also helps to develop and understand the difference in structure of both the languages.

Q.7 Translation – Marking scheme **05 Marks**

a. Any 4 out of 6 words from the course book (English into medium of Instruction) 02 Marks

b. Any 2 out of 4 sentences (English into medium of instruction)02 Marks

c. Any 1 out of 2 idioms / proverb (English into medium of instruction) 01 Mark

Section – I – Language study	**10**
Section – II – Textual passage	**20**
Section – III – Poetry	**10**
Section – IV – Non – Textual Passage	**15**
Section – V – Writing skill	**20**
Section – VI – Skill Development	**05**
Total -	**80**

Question wise distribution of Marks as per difficulty Level

Q.No.	Simple	Medium	Challening	Total
1.	4	4	2	10
2.	8	8	4	20
3.	5	4	1	10
4 (i)	4	4	2	10
(ii)	1	2	2	05
5 (i)	2	2	1	05
(ii)	2	2	1	05
6 (i)	2	2	1	05
(ii)	2	2	1	05
7 (i)	2	2	1	05
	32	**32**	**16**	**80**

Difficulty Level: 40% Easy + 40% Medium + 20% challenging

Internal Assessment : (Oral (10) + Assignment (10))

***Std– 9th& 10th** *** Sub – English (LL)** ***Marks 20**

With the reference to the GR no. 2118/Pra. Kr. 243/ S.D.4 issued on 8 Aug. 2019 the Revised Evaluation Pattern for Std 9th and 10th is recommended to implement from academic year 2019-20.

According to the Revised Evaluation Pattern weightage of 20 marks is given to internal assessment and weightage of marks is given to written exam.

The distribution of marks for internal assessment and written for English (Lower Level) is as follows :

***Std – 9th**

First Semester		Second Semester	
Particulars	Marks allotted	Particulars	Marks allotted
Written exam.	80	Written exam.	80
Internal assessment			
1. Oral Exam		1. Oral Exam	
* Listening skill * Speaking skill	05 05	* Listening skill * Speaking skill	05 05
2. Assignments (Total 2)	05 05	2. Assignments (Total 2)	05 05
Total Written+Oral	100	Total Written+Oral	100

*** Std – 10th**

In the academic year of Std X first term exam, Preliminary Exam should be conducted as recommended in the evaluation format.

The Evaluation Pattern and Marking Scheme for State Secondary Certificate examination conducted by State Board will be as follows –

Board Exam (Written)	80 Marks
Internal Evaluation	20 Marks
1. Oral Exam * Listening skill (05 Marks) * Speaking skill (05 Marks)	10 Marks
2. Assignments (Total – 2) (Each for 5 Marks)	10 Marks
Total	100 Marks

(I) For Oral Exam - Choose following 2 skills.

(I) Listening Skill : (Choose any one of the following) 05 Marks

1) Listen to the passage and write the answers of the objective questions based on it. (Minimum 5 questions).

For Choosing Passage --

* Select the passage from X std.Course book of 8-10 lines.
* Select different passages for each batch.
* Frame minimum 5 objective questions on selected passage.

OR

2. Listen and write – 5 sentences or 10 words –

5 Sentences -

* Choose the sentences from X std.Course book.
* Choose varieties of sentences. (Statement, Interrogative, Exclamatory, Imperative -----)
* Choose the sentences having minimum 4 words.
* Select different set of 5 sentences for each batch.
* Pronounce the sentences twice.

OR

10 Words -

* Choose the words from X StdCourse book.
* Choose the words containing minimum 4 to 6 letters.
* Select different set of 10 words for each batch.
* Pronounce the words twice.
* Avoid including "Homophones" (Exa. rich-reach, get-gate) in the set of words.

OR

3. Listen to the poem and answer the objective questions based on it. (Minimum 5 questions)

* Select any seen poem from X StdCourse book.
* Select any 2 stanzas on which at least 5 objective questions can be framed.
* Write the questions on the board / provide the questionnaire to the students beforehand.
* Read the stanzas twice in proper pace and with correct pronunciation.
* Ask the students to write the answers in answer sheet provided.
* Select different stanzas for different batches.

4. Listen to the "Audio Clip" and write the answers of objective questions based on it. (Minimum 5 questions)

* Select the "Audio Clip" that is age appropriate and related to student's context.
* Select the "Audio Clip" of minimum on minute.
* Select the "Audio Clip" on which minimum 5 objective questions can be framed.

(II) Speaking Skill : (Choose any one of the following) **05 Marks**

1. Self-opinion about any read book :

In this acivity teacher should motivate / recommend the students to read different books for extra reading.

Give the students choice to express his opinion in English about the book (of any language) he has read in the oral exam. The student can express his opinion in English about a book of any language he has read.

* Consider the points given below while observing student's performance.

1. If the student has told the name and author of the book.
2. If the student has told special features of the book. (Type of book, a language used, good points, novelty in the book.)
3. If the student is fluent and confident in speaking.
4. If the student is able to express his impression about the book he has read.
5. Observe if the student is effective to express his opinion about the book he has read.(Proper introduction, sequence of content, demerits/short comings, proper conclusion)

(Refer page no. 73 of my English Course bookStd X)

OR

2. Expressing thoughts on given topic –

(Such topics should be parallel to Course book content)

* List of topics for assessing speaking skill-

1. Human – animal relationship.
2. Favourite tourist place.
3. Description of a best friend.
4. Favourite character / personality.
5. If I had a twin brother / sister.
6. Importance of possessing / developing positive attitude.
7. Child labour – a curse to the society.
8. The magic of nature.
9. Favourite sports person.
10. A scientist and his invention.

OR

3. Expressing thoughts / opinion in 8 to 10 sentences on a lesson or a poem

from Std X Course book -

* Ask the student to choose a lesson or a poem from X StdCoursebook.
* Ask him / her to express his thoughts / opinion on chosen topic.
* Use the following rubrics to assess –
  - Name of the lesson / poem.
  - Appropriacy of the content.
  - Fluency and confidence.
  - Relevance.
  - Effectiveness of expression.

(II) For Assignments – (2 Assignments – each for 5 marks = 10 Marks)

Ask the students to choose and write any two assignments of 5 marks each from the following topics –

* Topics for assignments –

1. Form Fllllng:-

* online / offline form (any-2)
* Refer page no. 39 of X StdCoursebook, (a) for suggested topics.

2. PPT's in written / print :-

* 10 slides
* Refer page no 85 of X StdCoursebook for the suggested topics.

3. E – mail writing :-

* Preparing two e-mails (1 formal, 1 informal).
* Refer page no. 124 of X StdCoursebook for sample E-mails.

4. Blogs :-

* Creating a blog (Print format)
* Refer page no. 174 of X StdCoursebook for the suggested topics.

5. Collection of proverbs / idioms and phrases :-

* Make a collection of 20 proverbs / idioms+20 phrases in English and with their meanings in their medium of instruction.

6. Expansion of proverb / idiom (Any 2) :-

* Expand any 2 proverbs / idioms.
* Refer page no. 135 of X StdCoursebook for steps for expanding the proverb.

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4. Application for joining the different camps

5. Application for recruitment

4. Collect and write good thoughts/quotations/slogans/maxims/proverbs (At least 25) 05 Marks

5. Collect any 25 phrases and use them in your own sentences 05 Marks