

SCF 2011 proposes continuous and comprehensive assessment at all stages of learning: it is continuous in the sense that it is a day-to-day activity and in this sense it is inseparable from the learning process. It is comprehensive as it covers all aspects of learning and covers all the areas of academic standards.

In summative assessment we cannot assess the progress of the learner in terms of his /her oral performance. If the oral skills are left out, whatever assessment we carry out, it will not be comprehensive. Moreover, we cannot cover all the areas of academic standards especially in terms of the production of discourses. This is why we also go for formative assessment. This type of assessment is formative and developmental as it contributes to the language development of the learner. What is left out can be addressed in formative assessment.

In formative assessment the learner undergoes a process of learning as he can reflect on his own performance. This is why we have included self assessment tools at the end of each unit in the textbook. Self assessment also takes place when the learner collaborates with others at various stages of classroom transaction.

4.1 Guidelines for Formative Assessment

We propose a number of tools for formative assessment.

- 1) Reflections
- 2) Written works
- 3) Project works
- 4) Slip test

Each tool carries 5 marks.

1. Reflections

Reading is one of the major inputs for language development. If we do not go for some kind of focused interventions to facilitate reading skills, students will be reading their textbooks only. (Earlier, it so happened that students did not read even the text books, but depended upon question banks). There should be a mechanism to ensure that students are reading materials other than textbook, develop their own perceptions on such materials and come out with their own reflections on the reading experience both orally and in writing. Since there is also a question of social auditing, we need to have evidences for the performance of the students in this regard. For the oral performance, what the teacher records in her diary / notebook alone will provide the evidence. In the case of written work the evidence will be available in the notebooks of the students.

How to facilitate reading

- The teacher is suggested to provide reading materials such as library books, magazines, articles, newspapers etc. to the learners twice in a formative period (there are four formative periods in an academic year).

- The learners should read the reading materials and write their reflections in their notebook. (Student should maintain separate notebook to write reflection, project work and discourses during classroom transaction)
- They will also be asked to present their reading experience orally (without looking at the notebook) before the class.

(We may use indicators such as, stating the context, sequencing of ideas, well-formed sentences, proper articulation for assessing the oral performance)

- The teacher should check the written notes of the children and award marks for individual writing based on the indicators included the academic standards.

(We can go for a few manageable indicators such as: states the context, sequencing of ideas, well-formed sentences, personal opinions, at least 100-120 words (10-12 sentences)

- Both oral and written performance carry 5 marks each. The teacher should maintain a cumulative record for recording the individual performance. All the oral targeted discourses can also be considered while awarding 5 marks under oral responses.
- The average marks of all performances should be consolidated to 5 marks under observation/ reflections.
- Don't discourage the learners if they commit some errors in their writing. However, positive feedback may be given.

2. Written Works

The written works include the discourses written individually as part of classroom process, the answers to the analytical questions assigned to the learners as home task, the textual exercises such as vocabulary, grammar and study skills. Teachers have to ensure that children are writing individually and not by copying from others.

We can go for the discourse indicators prioritizing a few distinctive indicators. There are a few indicators that are common for all discourses. These are: coherence (link between sentences), sequencing of ideas, well-formed sentences and writing conventions)

3. Project Work

A detailed section set aside in the handbook for discussing various pedagogical aspects project work (see the Unit-III for details of project work).

Evaluation of projects and awarding grades

Any project involves both individual and group work; therefore, assessment has to take care of both. Let us see, what is the nature of work done by the individuals at various stages:

Individual Writing

1. The tools developed by the individual after the brain storming session
2. The data collected and how it is entered in the notebook
3. Individual report

Individual Oral performance

- during the brain storming stages
- sharing in the group
- presentation of one part of the report

We can use indicators like the following for the written work

1. Tools: relevance, well-formed structures
2. Data collected: relevance of the data, comprehensiveness, well-formed structures
3. Report: the same indicators mentioned in the academic standards (appropriate title, objective, scope, relevance- organization-analysis- using well-formed structures- using cohesive devices – coherence – reflections or point of view)

We can use indicators like the following of oral work

- ideas are conveyed
- properly articulated
- contextually relevant language used

The project work carries 6 marks for the written work (Preparation of tools 2M; Collection of data and analysis 2M; Report writing 2M) and 4 marks for the oral presentation (Responses during the process and presentation of the report). Consider the indicators holistically and award marks accordingly.

4. Slip Tests

Slip test is more or less similar to summative assessment but it is still different from the former in terms of the following:

- There is no prior notice for conducting the slip test.
- It is done in a limited time (say, in a regular period of about 40 minutes).
- There are only limited numbers of tasks.
- The discourses that have been done in the formative period are considered for slip test.
- There is no printed question paper. The teacher can write the tasks on a chart and display it or write the questions on the BB.
- There should be one discourse, one passage for reading comprehension and one item from vocabulary & grammar.
- The slip tests should cover the discourses to prepare the students for summative tests.
- The teacher should record the slip test marks in a register and should consolidate the marks during every formative period.
- Ensure that children do the tasks individually.
- Assess the written performance and provide feedback to the learners.
- Award marks based on indicators that are included in the academic standards under written discourses.
- Record marks in the cumulative record.

The table given below show the marks awarded to a student for each area covered under formative assessment.

Formative Assessment - Cumulative Register

S. No.	Name of the student	FA 1			FA 2			FA 3			FA 4			Total (4 Formatives)				Reduction to 5 Marks				Total							
		R	W	P	S	R	W	P	S	R	W	P	S	R	W	P	S	R	W	P	S								
	Bhargav	8	7	5	15	6	5	9	14	5	6	6	16	8	8	8	18	27	26	27	63	3.4	3.4	3.4	3.4	3.4	3.4	3.93	14.13
	Ramani																												

Note 1: R-Reflections; W-Written works; P-Project work; S-Slip test,

2: To condense each item into 5 marks, divide the total marks under each area by 8 for 10 marks and by 16 for 20 marks.

4.2 Guidelines for Summative Question Paper

The summative question paper has to be prepared for 80 marks. The question paper will contain three sections namely, (A) Reading comprehension (B) Vocabulary & Grammar and (C) Creative writing.

Section - A: Reading Comprehension (30 Marks)

4 passages are to be given for assessing reading comprehension. Of these, two will be from class 10 textbook and the remaining two will be unseen passages. The chosen text should be from different genres i.e. story, description, conversation, poem etc. targeted at this level. There will be one 10 marks question and one 5 marks question from both seen and unseen texts. The optimal length of the passage for 10 Marks question is 200 to 250 words and for the 5 marks question it is 100 to 120 words. One among the 5 marks question should be from a poem (either seen or unseen).

See the table below:

Sl. No.	Text type	Marks allotted	Nature of questions	
			Multiple Choice	Very Short Answers
1	From the TB	10	4	3 Questions x 2 Marks each
2	From the TB	5	3	2 Questions x 1 mark each
3	Unseen	10	4	3 Questions x 2 Marks each
4	Unseen	5	3	2 Questions x 1 mark each

Note: In the case of seen texts (Sl.No. 1 and 2 above) the questions given in the textbook should not be used. For short answer questions, for both seen and unseen texts two questions should be analytical in nature and the other related to factual information.

In the case of multiple choice questions different variety can be used;

- filling in the gaps from the given options.
- answering to a question selecting the appropriate one from the given four options.
- completing the sentence from the given options.
- matching A and B parts, where more options will be given in B.

All the distracters should be equally challenging.

Section - B: Vocabulary and Grammar (20 Marks)

This section will contain questions related to grammar and vocabulary which will be properly contextualised by embedding them in appropriate discourses. Four (4) passages are to be given under vocabulary and grammar. Of these, two will be from class 10 textbook, and the remaining two will be unseen passages. The chosen text should be from different genres i.e. story, description, conversation, etc. targeted at this level. Each passage will contain 5 items with one mark each. See the table below.

Sl. No.	Text type	Marks allotted	Nature of questions
1	A passage from the TB	5	Editing a passage by identifying the errors and writing the correct answers.
2	A passage from the TB	5	Cloze test: Filling the blanks/ replacing words and phrases selecting from the given options.
3	Unseen passage	5	Editing a passage by identifying the errors and writing the correct answers.
4	Unseen passage	5	Cloze test: Filling the blanks/ replacing words and phrases selecting from the given options.

Note: The passages are for contextualising vocabulary and grammar items. The grammar and vocabulary items will not be restricted to class 10 Textbook, but will be chosen even from the lower classes.

Section - C: Creative Writing (Written Discourses): 30 Marks

This section will contain questions to assess the ability to write discourses specified for class 10. There can be two categories of questions i.e. major discourses and minor discourses

1. Questions carrying 10 marks – writing major discourses with a ceiling of 120 to 200 words. There will be internal choice in each question.
2. Questions carrying 5 marks – writing minor discourses with a ceiling of 50 to 100 words. No choice.

Grouping of Discourse

The written discourses are divided into two groups i.e. Major discourses and Minor discourses. In each group again divided into A and B.

Major discourses:

Sl. No.	Group A	Group B
1	Story/ Narrative	Biography
2	Conversation	Essay
3	Description	Letter
4	Drama script/ Play	Report/ New report
5	Interview	Speech (script)
6	Choreography script	-

Minor discourses:

Sl. No.	Group A	Group B
1	Message	Poster
2	Notice	Invitation
3	Diary	Profile

In summative examination, there will be two questions each from major and minor discourses. One question each from Group A and B. Major discourses carries 10 marks each and minor discourses carries 5 marks each. There will be an internal choice in major discourses but no choice in minor discourses. A context must be given before asking the task for written discourses.

Note: All the discourses listed in textbook including the ones left out in this table will be taken up for formative assessment.

- The discourses that have been suggested in the Handbook/ Textbook for various contexts will not be repeated in the summative assessment; instead new contexts will be provided. These will be either created from the A, B and C reading passages in the textbook or from sources outside the TB.
- The context for writing the discourses should be made explicit with the help of narratives, pictures, diagrams (pie, bar) or passages from the textbook.
- For each discourse, the indicators for assessment are to be specified.

Note: Along with question a key is to be prepared showing the correct answers and the relevant indicators for discourses. Questions given in the textbook should not be used for summative assessment. The test items given in one question paper should not be repeated in the consecutive years.

S. No.	Nature of the discourse	Details of the discourses	Marks allotted	Nature of choice
9	Major discourses -A	Story/ narrative;Conversation; Description; Drama script/ Play; Interview and Choreography.	10	Internal choice
10	Major discourses -B	Biography; Essay; Report/ news report; Letter and Speech (script)	10	Internal choice
11	Minor discourses -A	Message; Notice and Diary.	5	No choice
12	Minor discourses -B	Poster; Invitation and Profile.	5	No choice

Section	Academic Standards	Question Number	Source	Marks	Objective type	Very Short Question	Short Answer	Essay Type	Section-wise Total Marks
A	Reading comprehension	1	Passage TB	10	4	6	-	-	30
		2	Passage TB	5	3	2	-	-	
		3	Passage - Text independent	10	4	6	-	-	
		4	Passage	5	3	2	-	-	
B	Vocabulary & Grammar	5	Passages either TB or outside TB	5	5	-	-	-	20
		6		5	-	5	-	-	
		7		5	5	-	-	-	
		8		5	0	5	-	-	
C	Discourses - Major - Major - Minor - Minor	9	Group A	10	-	-	-	10	30
		10	Group B	10	-	-	-	10	
		11	Group C	5	-	-	5	-	
		12	Group D	5	-	-	5	-	
				80	24	30	10	20	80

4.3 Summative Assessment Model Question Paper - I

Time: 3 Hours

Marks: 80

Section A	Reading Comprehension (Questions 1 to 4)	30 Marks (10+5+10+5)
Section B	Vocabulary and Grammar (Questions 5-8)	20 Marks (5+5+5+5)
Section C	Creative Writing (Questions 9-12)	30 marks (10+10+5+5)

Note:

1. 15 minutes are allotted for reading the question paper in addition to 3.00 hours for writing the answers.
2. All the answers are to be written in the answer booklet only.
3. Students can make use of the last pages of the answer booklet for rough work, while answering the discourses.

Section - A: Reading Comprehension

1. Read the following excerpt from ‘The Storeyed House’.

The news that Bayaji was building a storeyed house spread like a cry from the rooftops.

There was only one storeyed house in the village and that belonged to Kondiba Patil. That Bayaji, an untouchable creature, should think of a rival storeyed house was too much for Kondiba to bear. Others also murmured that the untouchables were forgetting their position.

Work on the foundation had started. Dattaram Vadar was given the contract of construction. The foundation trenches were filled with mud, bits of stone and other fillings. Work progressed with speed. One day Bayaji saw Kondiba coming towards him and greeted him. ‘It’s with your blessings that I have ventured on this storeyed house.’

‘Baiju, you shouldn’t lose your head simply because you’ve set aside some money.

Do you aspire to an equal status with us by building this house? The poor should remain content with their cottage, understand?’ Kondiba remarked rather sharply.

‘No Patil, please don’t misunderstand me.’ Bayaji was a little dizzy with nervousness.

‘How do you say that? One should keep to one’s position. You shouldn’t let a little money turn your head.’

‘I only wish to build a shelter for my family. Then I shall be free to breathe my last.’

Bayaji answered.

‘Who says you shouldn’t have a house? You can have a small house with three convenient portions, a veranda in the front and at the back and the living section in the middle. Why spend unnecessarily on a storeyed house?’ Patil gave his counsel.

‘No, but.....’ Bayaji faltered.

‘You may go in for a storeyed house only if you don’t wish to stay in this village. I hope you know what I mean.’ Kondiba shot out as a warning and walked away. Other ruffians in the village threatened Bayaji in a similar manner.

Now, choose the correct answer from the options given and write in your answer script (4x1=4 marks).

1. The people in the village were murmuring that the untouchables were forgetting their positions because
 - a. the untouchables were not respecting the upper caste people
 - b. the untouchables were earning money and were not ready to serve others
 - c. the untouchables were behaving as if they were equal to the upper caste people.
 - d. Bayaji was constructing a storeyed house as that of Kondiba.
2. What do you mean by the word **us**, in the expression, ‘do you aspire to an equal status with us by building this house?’
 - a. Kondiba and his family
 - b. All rich people
 - c. All Patils in the village
 - d. Kondiba and Dattaram Vadar
3. Why does Bayaji say, ‘It’s with your blessings that I have ventured on this storeyed house?’
 - a. Kondiba has given some money to Bayaji to build a house
 - b. Bajaji is expressing his humbleness
 - c. Bayaji is seeking approval from Kondiba for constructing a big house
 - d. Bayaji is trying to justify his decision to construct a big house
4. What type of text is this passage?
 - a. Narrative
 - b. Description
 - c. Biographical sketch
 - d. Report

Answer in one or two sentences in your own words.

(3x2=6 marks)

5. What does Bayaji mean by saying, ‘ Then I shall be free to breathe my last?’
6. ‘No, but.....’ Bayaji faltered. Why does the writer use the word falter in this context?
7. What would be the possible actions Kondiba intends do by saying ‘You may go in for a storeyed house only if you don’t wish to stay in this village?’

2. Read the following poem and answer the questions given at the end. Choose the correct answer from the options given and write in your answer script for questions 3 to 5. All questions carry equal marks.

(5x1=5 marks)

If mice could roar
And elephants soar
And trees grow up in the sky;
If tigers could dine
On biscuits and wine,
And the fattest of men could fly!
If pebbles could sing
And bells never ring
And teachers were lost in the post;
If a tortoise could run
And losses be won, and bullies be buttered on toast;
If a song bought a shower,
And gun grew a flower;
This world would be nicer than most.

- Ruskin Bond

1. What is the central idea of the poem?
2. Does the poet believe or not believe that the world could be made nicer than most?
Justify your answer.
3. Which of the following do you think may be possible?
 - a. Tigers dining on biscuits and wine
 - b. Teachers losing in the post
 - c. Gun growing a flower
 - d. A song bringing a shower

4. Why the poet has used the expression “if ... the fattest of men could fly”?
 - a. to emphasize the point that man can never fly
 - a. to suggest that if a man is very thin he may be able to fly
 - b. to bring in an element of humour in the poem
 - c. to show that fattest men have several disadvantages
5. The expression “If ... bullies (could) be buttered on toast” is used to suggest that:
 - a. bullies do not like to be buttered on toast
 - b. we need something to butter on toast
 - c. the poet does not like bullies
 - d. bullies being buttered on toast is something impossible

3. Read the following passage.

There was once a town in the heart of America where all life seemed to live in harmony with its surroundings ... Even in winter the road- sides were places of beauty, where countless birds came to feed on the berries and on the seed heads of the dried weeds rising above the snow. ...

Then a strange blight crept over the area and everything began to change. Some evil spell had settled on the community: mysterious maladies swept the flocks of chickens; the cattle and sheep sickened and died. Everywhere was a shadow of death.... There had been several sudden and unexplained deaths, not only among adults but even among children, who would be stricken suddenly while at play and die within a few hours....

There was a strange stillness... The birds, for example where had they gone? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted...It was a spring without voices; only silence lay over the fields and woods and marsh.

On the farms the hens brooded, but no chicks hatched... The apple trees were coming into bloom but no bees droned among the blossoms, so there was no pollination and there would be no fruit.

The roadsides, once so attractive, were now lined with browned and withered vegetation as though swept by fire. These, too, were silent, deserted by all living things. Even the streams were now lifeless. Anglers no longer visited them, for all the fish had died.

In the gutters under the eaves and between the shingles of the roofs, a white granular powder still showed a few patches; some weeks before it had fallen like snow upon the roofs and the lawns, the fields and streams.

No witchcraft, no enemy action had silenced the rebirth of new life in this stricken world. The people had done it themselves.

**Now, choose the correct answer from the options given and write in your answer script.
(4x1=4 marks)**

1. What is the passage about?
 - a. a town in the heart of America
 - b. the unexplainable deaths of birds, animals and people
 - c. total environmental disaster caused by man
 - d. the deserted feeding stations in the backyard
2. The apple trees were not bearing fruit because
 - a. there was no water
 - b. there were no trees
 - c. there was no pollination
 - d. there were no people to nurture
3. The writer says, “it was a spring without voices”, because
 - a. there were no bees and birds.
 - b. there were no trees
 - c. fire destroyed the vegetation
 - d. there were no living beings
4. The expression ‘had silenced the rebirth of new life?’ means
 - a. the possibility of new life had been taken away
 - b. animals and birds had been made silent
 - c. life on earth had been endangered
 - b. there had been drastic changes in the seasons.

Answer in one or two sentences in your own words.

(3x2=6 marks)

5. Why does the writer say that there was a shadow of death?
6. What according to you the white granular powder be?
7. The writer says, ‘People themselves are responsible for the disaster.’ Cite one example of the disastrous action done by the people.

4. Read the following passage and answer the questions given at the end. Choose the correct answer from the options given and write in your answer script for questions 3 to 5. All questions carry equal marks.

(5x1=5 marks)

“They came on a Wednesday,” said Sunday, “Many, many big lorries. They took all day unloading them. No-one told us what was in them. They gave the Chief a brown paper bag-I saw him smiling as the lorries drove away. This was five years ago. Then three months ago, one of

the brightest boys in the village - Thomas Agonyo - started university in Lagos. He came home one weekend with a new Chemistry book, and spent all day looking at the drums and writing things down and talking to himself and shaking his head. We all thought he had gone mad. Then he called a meeting of the village and told us that the drums contained poisonous chemicals. He said they had come from Italy. But I don't know where that is. Is it in Europe?"

Mr. Sunday Nana stopped, frowning, a troubled look on his face, "In the last five years, 13 people have died in this village, my own elder brother one of them. They have been in pain, terrible pain. We have never seen deaths like that before. Lots of our children are sick. We have asked the Government to take the drums away, but they do nothing. We have written to Italy, but they do nothing. The Chief says we should move our houses to another place. But we have no money to buy land. We have no choice. We have to stay here. "And they" pointing to the mountain of death in the clearing - "are our neighbours."

1. Why has Italy dumped the drums containing poisonous chemicals in Nan's village?
2. Why hasn't the African government taken away the drums in spite of the repeated requests from the people?
3. What is the tone of the expression "They are our neighbours"
 - a. anger b. agony c. happiness d. hatred
4. people in the village cannot move away?
 - a. they have no money b. they cannot live in other places c. they are emotionally attached to the place d. they don't trust the chief
5. "They came on Wednesday." Who is "they" referred to?
 - a. the people who brought the drums b. the big lorries c. the big drums d. the Italians

Section - B: Vocabulary & Grammar

5. Read the following passage and write the suitable answer against each number in your answer sheet by choosing from the alternatives given below. (5x1=5 marks)

A young man asked Socrates the secret to success. Socrates told (1) young man to meet him near the river the next morning. They met. Socrates asked the young man to walk with him toward the river. When the water got up to their neck, Socrates took the young man (2) surprise and ducked him into the water. The boy struggled to get out but Socrates was strong and kept him there until the boy started (3) blue. Socrates pulled his head out of the water and the first thing the young man did was to gasp and take a deep breath of air. Socrates asked, "What (4) you want the most when you were there?" The boy replied, "Air." Socrates

said, "That is the secret to success. When you want success as (5) as you wanted the air, then you will get it." There is no other secret.

1. a). a b).an c). the d). some
2. a). with b).on c). by d). in
3. a). turn b).turning c). turns d). turned
4. a). did b).do c). does d). have
5. a). more badly b).bad c). badly d). most badly

6. Read the following passage focusing on the parts that are underlined and answer the questions given at the end. (5x1=5 marks)

Savitri established her credentials with 'Ardhangi'(1955) . She gave an exceptionally (1) brilliant performance as a woman forced to marry a mentally retarded person. She nurses him back to health. She also teaches a lesson to her in-laws who conspire against her husband.

Savitri captured the audiences with her charm and magnificent (2) acting. She was able to convey a wide range of feelings through her expressive eyes. Her mischievous look - it captivates anyone; the look of fake anger provokes, the look filled with real anger pierces the heart. The look of passionate (3) while waiting for her lover; the pain filled look when her love fails; the confident look that seems ready to face any situation, all these myriad emotions (4) are hidden in her eyes .The dimensions are endless and pages can be filled to describe the magic spell of her eyes (5).

1. Choose an appropriate synonym from among the given options.

- a. abnormally b. uncommonly c. particularly d. considerably

2. Choose an appropriate antonym from the given options.

- a. humble b. mean c. trivial d. ordinary

3. Use the correct form of the word.

- a. passion b. passionately c. Passionating d. passionate

4. The word *myriad* in the expression *myriad emotions* means.

- a. different b. innumerable c. extraordinary d. brilliant

5. Meaning of the expression 'the magic spell of her eyes'.

- a. Beware of the camera eyes b. She has beautiful eyes
- c. Everybody eyes at her beautiful clothes. d. Her eyes filled with tears.

7. Read the passage carefully. Each number indicates some error in the sentence. Edit the passage by making necessary changes in each sentence and write the changes you have made in your answer sheet. (5x1=5 marks)

The Second World War broke out in 1939, when I was eight years old. (1) For reasons I have never able to understand, a sudden demand for tamarind seeds erupted in the market. I used to collect the seeds and sell them to a provision shop on Mosque Street. (2) A day's collection would fetch to me the princely sum of one *anna*. My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to trace in the headlines in Dinamani. Our area, being isolated was completely unaffected by the War. (3) But soon India was forced join the Allied Forces and something like a state of emergency was declared. The first casualty came in the form of the suspension of the train halt at Rameswaram station. (4) The newspapers now had to be bundle and throw out from the moving train on the Rameswaram Road between Rameswaram and Dhanuskodi. (5) That forced my cousin Samsuddin, distributed newspapers in Rameswaram, to look for a helping hand to catch the bundles and, as if naturally, I filled the slot.

8. Read the conversation given below. Each number indicates some error in the sentence. Edit the passage by making necessary changes in each sentence and write the changes you have made in your answer sheet. (5x1=5 marks)

Old Giant: The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. (1) Then they invites the North Wind to stay with them. When he came, he was wrapped in heavy furs. (2) He roared all day about the garden and rejoiced in blow the chimneypots over.

North Wind: (3) This is a delightfully spot; we must ask the Hail to come on a visit.

Old Giant: So the old Hail came. Every day for three hours he rattled on the roof of the castle till he broke most of the slates, (4) and then he ran round and round the garden as fastest as he could go. He was dressed in grey, and his breath was like ice. (5) I sat at the window and looked into at my cold white garden.

The Giant: I cannot understand why the Spring is so late in coming. I hope there will be a change in the weather.

Section - C: Creative Writing (Discourses)

Question 9: (10 Marks)

Read the passage given below.

It was winter. The ponds were all frozen. At the court, Akbar asked Birbal, “Tell me Birbal! Will a man do anything for money?” Birbal replied, ‘Yes’. The emperor ordered him to prove it.

The next day Birbal came to the court along with a poor Brahmin who merely had a penny left with him. His family was starving. Birbal told the king that the Brahmin was ready to do anything for the sake of money. The king ordered the Brahmin to be inside the frozen pond all through the night without any attire if he needed money.

The poor Brahmin had no choice. The whole night he was inside the pond, shivering. He returned to the durbar the next day to receive his reward. The king asked “Tell me Oh poor Brahmin! How could you withstand the extreme temperature all through the night?” The innocent Brahmin replied “I could see a faintly glowing light a kilometer away and I withstood with that ray of light.”

Akbar refused to pay the Brahmin his reward saying that he had got warmth from the light and withstood the cold and that was cheating. The poor Brahmin could not argue with him and so returned disappointed and bare-handed. Birbal tried to explain to the king but the king was in no mood to listen to him.

The Brahmin reached home shivering with cold. At home his wife was waiting for him. When he entered the house his wife came near him.

‘What happened to you, dear?’

What would be the conversation between the Brahmin and his wife?

OR

Narrate the thoughts of the Brahmin when the King refused to pay him money.

Question 10: (10 Marks)

Look at the picture. You may write a news report on the accident. You may make use of the following hints:

What did happen? Where did it happen? When and how did it happen? Who were the people affected?



OR

Imagine that you were one of the eye witnesses of the accident. Write a letter to your friend about what you felt when you watched the accident.

Question 11: (5 marks)

Look at the picture given below. Prepare a poster on making people aware of the pollution caused by plastic.



Question 12: (5 Marks)

Look at the picture given below. What do you see in it? Have you ever come across children living in streets? What could be their problems? What can you do to help them?



Now, write a notice exhorting your friends to raise funds for the welfare of street children in the country.

Key:

Question 1: 1.d 2.a 3.c 4.a

Question 2: 3.b 4.a 5.d

Question 3: 1.c 2.c 3.c 4.a

Question 4: 3.b 4.a 5.a

Question 5: 1.c; 2 c; 3 b; 4 a; 5.c

Question 6: 1 a; 2 d; 3 a; 4.b; 5.c

Question 7:

1. I have never been able to
2. fetch me
3. forced to join
4. to be bundled and thrown
5. my cousin Samsuddin who distributed.

Question 8:

1. Invited
2. Blowing
3. Delightful
4. As fast as
5. Look out

Indicators for 1 mark and 2 marks questions:

1 mark - contextual relevant and proper structure sentence structure (1/2 mark each).

2 marks - contextual relevant and proper structure sentence structure (1 mark each).

Assessment Indicators for a Conversation

1. writing dialogues with five to ten exchanges
2. using proper sequence of exchanges
3. sustaining the conversation with social norms (being polite, reflecting relationships etc.)
4. using discourse markers (well, precisely etc.)
5. using short responses and tags wherever necessary
6. using dialogues apt to the context
7. using appropriate cohesive devices
8. using well-formed constructions
9. maintaining conventions of writing – spelling
10. using proper punctuations

Note: All indicators (except 1) carry one mark each; indicator 1 carries 2 marks.

Assessment Indicators for a Narrative

1. containing a sequence of events and dialogues
2. evoking sensory perceptions and images
3. evoking emotions
4. writing about setting and other details
5. using characterization
6. maintaining coherence
7. reflecting point of view
8. using well-formed constructions
9. maintaining conventions of writing –spelling
10. using proper punctuations

Note: All indicators carry one mark each.

Assessment Indicators for a personal/ informal letter

1. using language appropriate to the context
2. using appropriate format, layout
3. using appropriate conventions (salutation, endorsement, etc.)

4. expressing ideas sequentially
5. using persuasive language
6. maintaining coherence
7. reflecting relationship
8. using well-formed constructions
9. maintaining conventions of writing –spelling
10. using proper punctuations

Note: All indicators carry one mark each.

Assessment Indicators for a Poster

1. showing the context (occasions and purposes)
2. using appropriate format, layout and design
3. maintaining brevity
4. using rhythmic language
5. using well-formed constructions

Note: All indicators carry one point each.

Assessment Indicators for a Notice

1. showing the context
2. using appropriate format, layout and design
3. using persuasive language
4. organization
5. using well-formed constructions

Note: All indicators carry one mark each

4.4 Summative Assessment Modal Question Paper - II

Max. Marks: 80

Time: 3 Hours

Section A	Reading Comprehension (Questions 1 to 4)	30 Marks (10+5+10+5)
Section B	Vocabulary and Grammar (Questions 5-8)	20 Marks (5+5+5+5)
Section C	Creative Writing (Questions 9-12)	30 marks (10+10+5+5)

Note:

1. 15 minutes are allotted for reading the question paper in addition to 3.00 hours for writing the answers.
2. All the answers are to be written in the answer booklet only.
3. Students can make use of the last pages of the answer booklet for rough work, while answering the discourses.

Section - A: Reading Comprehension

1. Read the passage given below.

On my way home from the bus stop, my trunk had been carried by a porter. The problem now was we couldn't find anyone who could help me carry the trunk to the bus stop. At another time of the year, we would have easily found someone to help me, but now most of the villagers were busy in the fields. Nobody had time to spare for me. In fact, carrying the trunk should not have been such a worry for me except that my education had made me shun physical labour. After all, I was a government officer and the idea of people seeing me carry my own luggage was not at all amusing. Otherwise, for a young man like me it should not have been an issue to carry a 20- kilo chest on my back.

Finally, my father came up with a solution. 'Don't worry. I myself will see you off at Dirang.'

I protested. How could I allow my old father to carry my trunk? What would people think? What would they say? But I failed to dissuade him. It was decided that father would carry the chest.

A large crowd gathered at our place the day I was to leave. People had come to wish me luck. It was 10.20 when I left for Dirang. My father had already left. As I had to do a bit of catching up, I walked fast. Three kilometres down the road, I caught up with my father. Father said, 'You are late. Would you like to rest for some time?'

Having walked fast I was tired. Moreover, I had to cross two hills on the way up to the spot. I quickly sat down on a rock. My father laughed at my plight.

‘So this little distance has tired you? Rest for a while. But we have to be in time for the bus.’

Now, choose the correct answer from the options given and write in your answer script. (4x1=4 marks)

1. Carrying the trunk to the bus stop was a worry for the writer because
 - A. the trunk was very heavy.
 - B. there was a long distance walk to the bus stop.
 - C. he didn't want others watch him carrying his own luggage.
 - D. well-educated people are not supposed to carry luggage.
2. The writer did not go to the bus stop along with his father because
 - A. he was ashamed to walk with his father who was carrying the luggage.
 - B. a lot of people had come to his place to wish him good luck.
 - C. he was busy doing some work at home.
 - D. he waited till 10.20 to leave his home.
3. The real feeling in the writer's mind which made him protest the idea of father carrying the trunk was
 - A. his love and respect for his father.
 - B. his false notion of dignity.
 - C. his worries about others.
 - D. His readiness to carry the trunk
4. The type of text given here is
 - A. a picturesque description
 - B. an expository essay
 - C. a detailed report
 - D. an autographical narrative

Answer the following questions in one or two sentences.

(3x2=6 marks)

5. ‘My father laughed at my plight.’ What was the plight and why did he laugh?
6. What is the message that you get from the text?
7. While reachin home the writer did not have any problem with his luggage but on his return journey this became a problem. Why?

2. Read the following passage carefully.

It was a unique friendship that developed between a French-Canadian priest and one of the world's greatest film directors, and had a singular impact on Bengali films both academically and practically. It was en-route to India in 1961, at a stopover in New York, that 26-year- old Fr.

Gaston Roberge was acquainted with the works of Satyajit Ray through the Apu Trilogy. He found the world of Apu so fascinating that he saw all three films in one sitting; and there began his longstanding love affair with the people of India and Bengali cinema and culture, which led to path-breaking work in those fields. In his latest book, *Satyajit Ray, Essays: 1970-2005*, a compilation of his essays as the name suggests, being published by Manohar Publishers, New Delhi, Roberge provides a scholarly, original analysis of Ray's works, giving an insight into the greatness of Ray both as a person and as an artist.

"The Apu Trilogy was, in fact, my first portal to West Bengal and its people," he told *Frontline*. In his youth, all he knew of Bengal was through Mircea Eliade's *La Nuit Bengalie*, some of Tagore's poems, and a *Reader's Digest* article on Mother Teresa. If the harsh image of poverty brought out by the article on the "Saint of the Slums" haunted him, Apu's world came as a reassurance. "No. Apu, Sarbajaya, even Harihar did not need my help-but how not to love them? I thought it was fortunate that I would soon be among them," he wrote.

Now, choose the correct answer from the options given and write in your answer sheet, (3x1=3 marks)

1. The purpose of the passage is
 - A. to provide reader with a complete picture about Ray.
 - B. to show how Ray can be considered one of the stalwarts of Bengal.
 - C. to throw some insights into Ray's work in order to raise the enthusiasm to know more about him.
 - D. to introduce the films made by Ray.
2. Which of the following words given in the passage means 'on the way'.
 - A. path-breaking
 - B. en-route
 - C. compilation
 - D. portal
3. The narrator knew about Bengal through an article on Mother Teresa in ——
 - A. Reader's digest
 - B. Frontline
 - C. Manohar publishers
 - D. La Nuit Bengalie

Answer the following question in one or two sentences.

(2x1=2 marks)

4. How did you feel as an Indian when you read the line, 'and there began his longstanding love affair with the people of India and Bengali cinema and culture'?
5. Who wrote the book, '*Satyajit Ray, Essays*' and what was the book about?

3. Read the passage carefully.

Tyagaraja was born at Tiruvarur in Tanjavur District of Tamil Nadu on May 4, 1767. He was the third child of his parents, Ramabrahmam and Sitamma. They spoke Telugu at home. Tyagaraja had an elder brother named Panchapakesan or Jalpesan.

There was music in Tyagaraja's blood. His mother was a good singer. He had his first lessons in music from her. His father was a good scholar in Telugu and Sanskrit. He learnt both the languages from him. When he was seven years old, the family moved to a village called Thiruvaiyaru.

Tyagaraja was interested in music from his childhood. Even as a young boy he used to compose songs and write them on the walls of his house. Noticing his son's interest in music, his father took him to Sonti Venkataramayya, a musician at the court of King Sarabhoji of Tanjavur. Tyagaraja became his disciple and learnt music from him.

When he grew up, he spent most of his time composing songs and singing them in front of the idol of Lord Rama in his house. He married at the age of eighteen. He had only one child, a daughter named Sitalakshmi. Once a week, he went along the streets singing songs in praise of God and maintained his family with what people gave him. He never cared for wealth. He did not want to join the royal court. sBut his elder brother, Jalpesan, wanted him to earn money through his music.

One day the Raja of Tanjavur invited Tyagaraja to sing in his court. He offered him a gift of fifty acres of land and a lot of gold coins. But Tyagaraja refused to sing in the King's Court. Jalpesan, his elder brother was wild with anger. "Your Rama is not going to give you food. Why don't you sing in the king's court? We can be rich and live a happy life," he said to Tyagaraja. But Tyagaraja did not heed his brother's words. Jalpesan took the idol of Lord Rama and threw it into the river Kaveri.

Not finding his deity at home, Tyagaraja was in a great sorrow. He composed many songs in praise of Lord Rama and sang them with great feeling. After two months he had a dream. In his dream, he saw the place where his idol of Lord Rama was lying. The next morning he went to the place, found the idol and brought it back home. In a joyful mood, he sang many fine songs in praise of his deity.

Choose the correct answer from the options given and write in your answer sheet. (4x1=4 marks).

1. Tyagaraja refused the gift of land and gold coins offered to him by the king because
 - A. His songs were his dedications to God.
 - B. He had sufficient money to live.

- C. He enjoyed singing on the streets more.
 D. He did not have any respect for the king.
2. Jalpesan threw the idol of Rama into the river because
- A. the king had ordered him to do so.
 B. he wanted to stop Tyagaraja singing in praise of Rama
 C. Rama was not giving them any food.
 D. he was a cruel person who had no faith in God.
3. Tyagaraja got back his idol because
- A. Lord Rama himself told Tyagaraja where the idol was lying.
 B. his brother told him where he had thrown the idol.
 C. he found the idol in a place quite unexpectedly.
 D. in his dream he saw the place where the idol was lying.
4. The type of text have you read just now is
- A. a biographical sketch
 B. a description
 C. an essay
 D. a report

Answer the following questions in two or three sentences.

(3x2=6 marks)

1. 'Tyagaraja did not heed to his brother's words.' Do you think Tyagaraja did right? Justify your answer.
2. Tyagaraja composed many songs when he was in great sorrow and also when he was in a joyful mood. Why do you think it was possible?

4. Read the following poem.

Be thankful that you don't already have everything you desire.
 If you did, what would there be to look forward to?
 Be thankful when you don't know something,
 for it gives you the opportunity to learn.
 Be thankful for the difficult times.
 During those times you grow.
 Be thankful for your limitations,
 because they give you opportunities for improvement.
 Be thankful for each new challenge,
 because it will build your strength and character.

Be thankful for your mistakes.
They will teach you valuable lessons.
Be thankful when you're tired and weary,
because it means you've made a difference.

It's easy to be thankful for the good things.
A life of rich fulfillment comes to those who
are also thankful for the setbacks.
Gratitude can turn a negative into a positive.
Find a way to be thankful for your troubles,
and they can become your blessings

Now, choose the correct answer from the options given and write in your answer sheet. (3x1=3 marks).

1. According to the poet we need new challenges because
 - A. they give us opportunities for improvement
 - B. they strengthen our character
 - C. they help us grow
 - D. they give us opportunity to learn
2. According to the poet we look forward in life when
 - A. we have nothing
 - B. we have everything
 - C. we have expectations
 - D. we have no desires
3. The message that the poem gives us is
 - A. be optimistic
 - B. be pessimistic
 - C. be disinterested
 - D. be detached

Answer the following questions in one or two sentences. (2x1=2 marks).

4. What according to the poet gives us opportunity to learn?
5. According to you whose life will be better? The life of a person who has everything or that of person who don't have anything? Why?

Section-B: Vocabulary & Grammar

5. The passage given below contains some errors. The sentences containing errors are numbered. Identify the errors and write the correct words/ phrases/ sentences against each number in your answer sheet. (5x1=5 marks)

(1) It was a well-known preacher who found dead in a first-class railway carriage with a third-class ticket in his pocket. And as for books, who has any morals where they are concerned? I remember some years ago the library of a famous divine and literary critic, who had died, being old. (2) It was a splendid library of rare books, chiefly concerned seventeenth-century writers, about whom he was a distinguished authority. Multitudes of the books had the marks of libraries all over the country. (3) He had borrowed them and never found a convenience opportunity of returning them. They clung to him like precedents to law. (4) Yet he was a holy man and preaches admirable sermons, as I can bear witness. And, if you press me on the point, I shall have to own that it is hard to part with a book you have come to love.

It is possible, of course that the gentleman who took my silk umbrella did really make a mistake. Perhaps if he knew the owner he would return it with his compliments. After my experience to-day, I think I will engrave my name on my umbrella. (5) But not on that baggy thing in the corner standing. I do not care who relieves me of that. It is anybody's for the taking.

6. In the passage given below, some words are missing. Choose the correct word from the given options and write them in your answer sheet. (5x1=5 marks)

Homework has been given to students to reinforce what they learn at school, and to help them learn the material (1) (2), too much homework is not helpful and (3) be counter- productive. Excessive amounts of time spent on completing homework can (4) the kid's social life, family time and it limits their (5) in sports and other activities.

1. (a) good (b) better (c) more better (d) best
2. (a) Tough (b) However (c) In addition (d) Therefore
3. (a) should (b) must (c) can (d) would
4. (a) take away (b) take back (c) take down (d) take off
5. (a) attachment (b) dimension (c) compulsion (d) participation

7. There are some gaps in the conversation given below. Choose the correct word to fill in the gaps and write them in the answer sheet. Make use of the clues given in the brackets. (5x1=5 marks)

Aunt Jane : Well, that's all right. But I still don't altogether understand. This house- it's very lovely- but.....(1).....(do/ cost) a great deal for rent?

Jack : Rent? Oh, no, we don't pay rent.

Aunt Jane : But Jack, if.....(2).....(pay rent), you'll get turned out- into the street. And that would never do. You've Jill and the baby to think of now, you know.

Jack : No, no, Aunt Jane. You misunderstood me. We don't pay rent because (3).....(house/ ours) .

Aunt Jane : Yours?

Jill : Why, yes; you just pay ten pounds and it's yours.

Jack : You see, Aunt Jane, we realized how uneconomic it is to go on paying rent year after year, when(4).....(buy/ enjoy) a home of your own for ten pounds- and a few quarterly payments, of course. Why Mr. Tenant when(5).....(be/ owner) ?

Aunt Jane : I see. Yes, there's something in that. Even so you must be getting on very well to keep up a place like this.

8. The following passage contains some errors in the sentences that are numbered. Edit the passage and write the changes you have made in your answer sheet. (5x1=5 marks)

(1) It is time we look at the latent causes. Where does the strength of India lie? (2) Not in numbers, not necessary in our moral stands on international issues. (3) In modern times, the strength of a nation lies in it's achievement in science and technology. This is not to say that other fields do not count. In the five decades after independence, we have yet to demonstrate our originality in applied science and technology. (4) Though Japan also started like us, on cultivating technology of West, the Japanese adapted and improved originality in the areas of science and technology. The generation which is at the helm of affairs in science and technology in our country, mostly consisted of self-seekers. (5) By and by, with a few exceptions, the science and technology managers in India concentrated in gaining power and influence. They loved publicity.

Section – C: Writing Discourses

Question 9:

Read the following news report carefully.

Andhra teen becomes youngest woman to scale Everest



(Malavath Poorna and Sadhanapalli Anand Kumar, students of the A.P. Social Welfare Residential Schools, after having reached 21,300 ft on way to scaling Mount Everest (29,035 feet).

In a historic feat for Indian mountaineering, 13-year-old Malavath Purna on Sunday became the youngest female climber to scale the Mount Everest. Purna a tribal girl from Nizamabad district was accompanied by Sadhanapalli Anand Kumar (16), a Class IX student from the Khammam district of Andhra Pradesh, and completed the feat this morning.

Anand and Purna are both students of Andhra Pradesh Social Welfare Educational Society.

“They climbed Everest at 6 am today after a 52-day long expedition,” the official said.

“Purna created a record by becoming by youngest girl to climb the Everest,” he said.

The duo were selected among about 150 children who were initially chosen for adventure sports as part of the society’s initiative to promote excellence in the students of the society, he said. Twenty of them were sent to a prestigious mountaineering Institute in Darjeeling for training and nine among them were sent on expedition to Indo-China border earlier. The two students with a higher degree of toughness and endurance were sent to the Everest Expedition in April, he said.

The two students were now returning to the base camp, the official added.

(Source: The Hindu 25 May 2014)

Imagine that you are one of the classmates of Purna. Write a letter to your friend studying in Chennai, describing Purna's achievement. (10 marks)

OR

Imagine that the village people had conducted a programme to honour Purna and that you have to make a speech on the occasion. Prepare a speech congratulating Purna on her victory.

Question 9:

Look at the picture. What do you see in it? Who are these people? What are they doing? What are the other things that come to your mind? You may write a paragraph describing the picture. (10 marks)



OR

Develop a conversation that may have taken place between the girl who is holding the bucket and the child standing before her. (10 marks)

Question 10:

Read the following narrative.

One day when I was in fifth standard at the Rameswaram Elementary School, a new teacher came to our class. I used to wear a cap which marked me a Muslim, and I always sat in the front row next to Ramanadha Sastry, who wore the sacred thread. The new teacher could not stomach a Hindu priest's son sitting with a Muslim boy. In accordance with our social ranking as the new teacher saw it, I was asked to go and sit on the back bench. I felt very sad.

If you were in the narrator's place how you would feel? Write the diary entry of your thoughts. (5 marks)

Question 11:

Imagine that you are the president of the Health Club in your school. Most of the students in your school come from slums. They do not come to school regularly as they fall sick very frequently.

Prepare a poster on 'The Significance of Personal Hygiene' for displaying on the notice board at your school. (5 marks)

The indicators for Reading Comprehension: 2 marks question

1. Answer is contextually relevant (1 mark)
2. Used grammatically correct sentences (1/2 mark)
3. Used proper word forms (1/2 mark)

1 Mark Question

1. Answer is contextually relevant (1/2 mark)
2. Used grammatically correct sentences (1/2 mark)

Key:

1. Answers: 1. C, 2. B, 3. A, 4. D

2. Answers: 1. C, 2. B, 3. A, 4. D

3. Answers: 1. A, 2. B, 3. B, 4. A

4. Answers: 1. B, 2. C, 3. A

5. Answers: 1. who was found dead, 2. concerned with, 3. convenient opportunity, 4. preached, 5. standing in the corner

6. Answers: 1. (b), 2. (b), 3. (c), 4. (a), 5. (d)

7. Answers: 1. Doesn't it cost; 2. You don't pay rent; 3. the house is ours; 4. you can buy and enjoy; 5. you can be Mr. Owner.

8. Answers: 1. looked at, 2. Necessarily, 3. Its, 4. by cultivating, 5. By and large

Assessment Indicators for Creative Writing - Discourses

Personal/ informal letter

1. stating the context
2. using language appropriate to the context
3. using appropriate format, layout
4. using appropriate conventions (salutation, endorsement etc.)
5. expressing ideas sequentially
6. using persuasive language
7. maintaining coherence

8. using well-formed constructions
9. using proper word forms
10. maintaining conventions of writing

(**Note:** All indicators carry one mark each.)

Speech

1. contextual relevance
2. organisation of ideas
3. use of argumentative/ persuasive/ interactive language
4. use of discourse markers
5. citation of examples, quotations etc
6. coherence
7. presenting a point of view
8. using well-formed constructions
9. using proper word form
10. maintaining conventions of writing

(**Note:** All indicators carry 1 mark each)

Description:

1. creating vivid images
2. using variety of sentence forms
3. proper sequencing of ideas (avoiding digression)
4. giving personal reflections on the event or persons
5. using appropriate cohesive devices such as pronouns, connectives etc.
6. using syntactically well-formed constructions
7. using proper word forms (tense, aspects, PNG agreement markers, affixes)
8. maintaining conventions of writing –spelling
9. maintaining conventions of writing

(**Note:** All indicators (except 1) carry one mark each; indicator 1 carries 2 marks)

Conversation

1. writing dialogues with five to ten exchanges
2. using proper sequence of exchanges
3. sustaining the conversation with social norms (being polite, reflecting relationships etc.)
4. using discourse markers (well, precisely etc.)
5. using short responses and tags wherever necessary
6. using dialogues apt to the context
7. using appropriate cohesive devices
8. using well-formed constructions
9. maintaining conventions of writing

(**Note:** All points except 1 carry 1 mark each; 1 carries 2 marks)

Diary

1. using expression of personal reflections, thoughts and feelings
2. using language appropriate to the mood
3. self criticism and future plans
4. coherence
5. using well-formed structures

(**Note:** All indicators carry one point each.)

Poster

1. showing the context (occasions and purposes)
2. using appropriate format, layout and design
3. maintaining brevity
4. using rhythmic language
5. using well-formed constructions

(**Note:** All indicators carry one point each.)