

# **COMMUNICATIVE ENGLISH**

*Design and Sample Question Paper for Plus One*



**State Council of Educational Research and Training (SCERT),  
Kerala**

**2014-15**

# *Guidelines for the Preparation of Question Paper for* **HIGHER SECONDARY EDUCATION 2014-15**

## **Introduction**

Term evaluation is an important aspect of Continuous and Comprehensive Evaluation (CCE). It covers the **assessment of learning** aspect of the CCE. The Kerala School Curriculum 2013 postulated that the examination system should be recast so as to ensure a method of assessment that is a valid, reliable and objective measure of student development and a powerful instrument for improving the learning process. The outcome focused written tests are being used as tools for terminal assessment. Practical assessment is also considered for some subjects. The syllabus, scheme of work, textual materials, teacher texts and learning experiences may be considered while developing tools for term evaluation.

In order to make the examination system effective and objective, quality of the question paper needs to be ensured. Questions of different types considering various learning outcomes, thinking skills and of varying difficulty levels are to be included in the question paper. This makes question paper setting a significant task that has to be undertaken with the support of proper guidelines.

The guidelines for the preparation of the question paper have been divided into four heads for its effective implementation and monitoring. The areas are **i) preparatory stage, ii) nature of questions, iii) question paper setting and iv) structure of the question paper.**

### **I. Preparatory stage**

Before starting the process of question paper setting, the question paper setter should ensure that she/he has:

- Familiarised the current syllabus and textbook of the concerned subject.
- secured the list of Los (Learning Outcomes) relating to the subject.
- acquired the list of thinking skills applicable to the subject.
- prepared a pool of questions from each unit of the subject.
- verified the scheme of work and weight of score for each unit/lesson.
- gone through guidelines for the preparation of question paper for higher secondary education 2014-15.

### **II Nature of questions**

Questions selected from the pool to be included in the question paper should reflect the following features:

- stem of the question text should be relevant to the question posed.
- multiple choice questions should be provided with four competitive distracters.
- the possibilities of higher order thinking skills should be considered while setting MCQs
- time allotted for each question should be justified according to the thinking skills involved.
- the scope and length of the answer should be clearly indicated.
- questions should be prepared by considering the learning level of the learner.

- the question should focus on the learning outcomes.
- a wide range of thinking skills and learning outcomes from each unit/lesson should be considered.
- varied forms of questions should be covered.
- there should be a balance between the time allotted and the level of question.
- question should be very specific and free from ambiguity.
- question text should not be too lengthy and complicated.
- questions can be prepared based on a single or a cluster of learning outcomes which is scattered over one particular unit or units.
- cluster of learning outcomes from different units can be considered only for graded questions (questions with sub-divisions).
- the possibilities of graded questions reflecting different thinking skills can be explored.
- while preparing questions for language papers importance should be given to the language elements, language skills, discourses, textual content and elements of creativity.
- while preparing questions for subjects other than languages, importance should be given to content, concepts and skills.
- questions should cater the needs of differently abled learners and CWSEN (Children With Special Education Needs)
- the questions should contain varied forms such as objective type with specific focus to multiple choice test items and descriptive types (short answer and essay types).
- directions regarding the minimum word limit for essay type questions should be given.
- sufficient hints can be provided for essay type questions, if necessary.
- maximum usage of supporting items like pictures, graphs, tables and collage may be used while preparing questions.
- questions which hurt the feelings of caste, religion, gender, etc. must be completely avoided.

### **III. Question paper setting**

During the process of question paper setting the question setter should:

- prepare a design of the question paper with due weight to content, learning outcomes, different forms of questions and thinking skills.
- prepare a blue print based on the design.
- prepare scoring key indicating value points and question based analysis along with the question paper.
- while preparing scoring key, thinking skills should also be integrated.
- 60% weight should be given to thinking skills for conceptual attainment and 40% to thinking skills for conceptual generation.
- 15 to 20% weight of total scores must be given to objective type questions and up to 20% weight of total score must be given to essay type questions.

- the highest score that can be given to a question in the question paper is limited to 10% of the total score.
- while fixing the time for answering a question, time for reading, comprehending and writing the answer must be considered.
- The total time limit of the question paper - two hours for 60 scores and 2.30 hours for 80 scores question papers with an extra cool-off time of 15 minutes.

#### IV. Structure of the question paper

The question paper should reflect the following features in general:

- general instructions for the question paper should be given on the top.
- instructions for specific questions can be given before the question text.
- monotony of set patterns (objective or descriptive) should be avoided.
- questions should be prepared in bilingual form.
- there should not be any mismatch between the bilingual versions of the questions.
- choice can be given for questions up to 20% of the total score.
- while giving choice, alternative questions should be from the same unit with the same level of thinking skills.
- in the case of languages, language of the questions and answers should be in the particular language concerned. Necessary directions in this regard must be given in the question paper.

#### THINKING SKILLS

Category/ processes	Alternative terms
<b>1. Remember</b>	<b>Retrieve relevant knowledge from long-term memory</b>
1.1. <i>Recognising</i>	identifying- (e.g. Recognize the dates of important events in Indian history)
1.2. <i>Recalling</i>	retrieving - (e.g. Recall the major exports of India)
<b>2. Understand</b>	<b>Construct meaning from instructional messages, including oral, written and graphic information</b>
2.1. <i>Interpreting</i>	clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement 'There are twice as many boys as girls in this class')
2.2. <i>Exemplifying</i>	illustrating, instantiating (e.g. Locate an inorganic compound and tell why it is inorganic)
2.3. <i>Classifying</i>	categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)
2.4. <i>Summarising</i>	abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)
2.5. <i>Inferring</i>	concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle and ask to state the

	underlying principle or concept the student is using to arrive at the correct answer.)
2.6. <i>Comparing</i>	contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)
2.7. <i>Explaining</i>	constructing models (e.g. the students who have studied Ohm's law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)
<b>3. Apply</b>	<b>Carry out or use a procedure in a given situation</b>
3.1. <i>Executing</i>	Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given and find out the net profit.)
3.2. <i>Implementing</i>	using (e.g. Select the appropriate given situation where Newton's Second Law can be used)
<b>4. Analyse</b>	<b>Break material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose</b>
4.1. <i>Differentiating</i>	discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2. <i>Organising</i>	finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies best corresponds to the organisation of a presented passage.)
4.3. <i>Attributing</i>	deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)
<b>5. Evaluate</b>	<b>Make judgements based on criteria and standards</b>
5.1. <i>Checking</i>	coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)
5.2. <i>Critiquing</i>	judging (e.g. Judge which of the two methods is the best way to solve a given problem)
<b>6. Create</b>	<b>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</b>
6.1. <i>Generating</i>	hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)
6.2. <i>Planning</i>	designing (e.g. design social intervention programmes for overcoming excessive consumerism)
6.3. <i>Producing</i>	constructing (e.g. the students are asked to write a short story based on some specifications)

Considering the intellectual level of learners, while setting the question paper;

- 1. 60% weight may be given to thinking skills used for factual and conceptual attainment and**
- 2. 40% weight may be given to thinking skills for conceptual generation** (higher thinking skills has to be ensured in this category). Thinking skills for conceptual generation means thinking skills needed for elaborating the concepts.

*Refer the range of thinking skills given above. We can include the thinking skills no.1.1 to 3.2 (11 processes) under first category and 4.1 to 6.3 (8 processes) under second category.*

Reg. No:

**Higher Secondary Education**  
**COMMUNICATIVE ENGLISH**  
**Sample Question Paper -I**

**Maximum : 60 Score**  
**Time: 2 hrs**

**General Instructions to candidates:**

- There is a 'Cool off time' of 15 minutes in addition to the writing time of 2 hrs.
- Use the 'cool off time' to get familiar with questions and to plan your answers.
- You are not allowed to write your answers nor to discuss anything with others during the 'cool off time'.
- All questions are compulsory.
- Internal choices are allowed for question No. 14 and 16.
- You need not copy down the questions for answering.

1. Transcribe the following words. 2
  - a. But
  - b. True
2. Rearrange the words to form meaningful sentences. 2
  - a. Many/banning/ in /places/are smoking/in /governments/ countries/public.
  - b. Seems/ Kovalam/ you/ time/ having/ are / at/ it /a / nice.
3. Choose the appropriate word from the brackets to fill up the blanks. 3
  - a. We ..... down the Ganges. (trekked, tripped, cruised, camped)
  - b. .... are those who eat parts of a plant, without destroying the plant. (vegetarians, vegans, fruitarians, non-vegetarians)
  - c. .... is a journey to a holy place. ( pilgrimage, voyage, safari, picnic)
4. There is an error in the underlined part of the given sentences. Correct them. 3

Everybody agree that something should be done urgent to arrest the rising of pollution. Yet not many people doing something for it.
5. One of your cousins is going to attend an interview in a multi national company. Write two suggestions to be given to him, by using the following:  
Dress code for the interview. 2
6. Change the following sentences into news headlines. 2
  - a. Youth was severely attacked by a tiger after he fell into its enclosure.
  - b. The crew of the world's biggest ocean racing have been rescued after the boat was badly damaged in the storms.

7. Prepare a poster to attract travellers to the following travel destination. 4  
An eco-tourist spot.
8. The career guidance cell of your school is conducting a one-day workshop on the topic 'Possibilities after Higher Secondary Education' Draft a notice to be put up on the school notice board. 4
9. Suppose you are working for a magazine as a correspondent and want to interview Sanju Samson, the cricketer, about his experiences in the international cricker matches. Frame 4 questions you would like to ask. 4
10. Write the recipe for a mixed vegetable curry. 4
11. Complete the following dialogues that take place in a restaurant. 4  
Waiter : Hello, what would you like to have?  
Customer:.....  
Waiter : ..... Anything to drink?  
Customer : Yes, I .....  
Waiter: .....  
Customer : No, thank you. Just the bill.
12. Your class is conducting a debate on the topic 'Physical education is necessary in higher secondary school.' Write 4 sentences to support the motion. 4
13. "Chase your dreams; but make sure you never take short cuts". This is a piece of advice Sachin Tendulkar received from his father. Evaluate how these words must have influenced Sachin. Prepare a write-up. 4
14. Prepare a brochure to attract young travellers to your city. 6

**OR**

Imagine that you are a tourist guide. You are leading foreign tourist to a historical important place. How will you introduce the place to him?

Prepare a write-up (Word limit: 70 to 80)

15. You have come across the following job advertisement and you want to apply for the post. Prepare a cover letter along with a CV. 6

**WANTED - EDITOR**

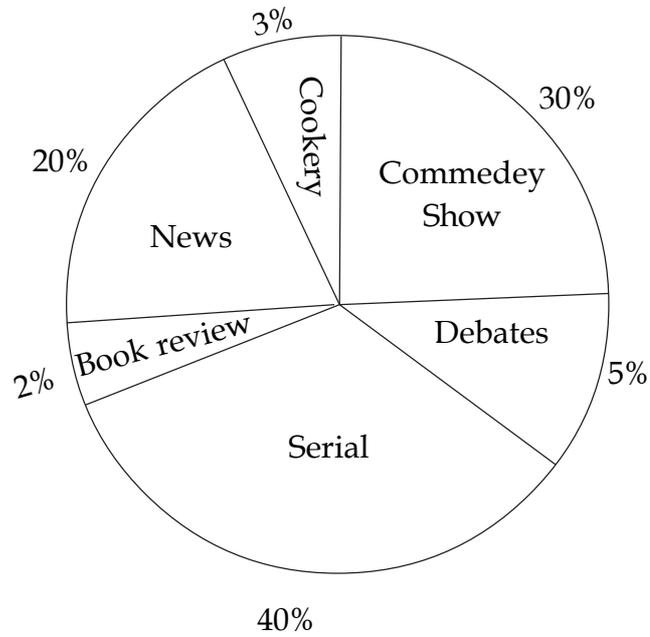
Editor needed for a software magazine. Minimum 2 years of experience required. Send your application and CV to P.O. No. 567, Nethaji Street, Kochi-14.

16. Suppose you are the news editor of a TV channel. Prepare the news on the following topics for a news bulletin. 6

(Prime Minister addresses the students and teachers on the Teachers' Day- Flood in Kashmir valley - India beats England in a one day cricket match)

OR

The diagram given below shows the percentage of viewers in various channel programme. Analyse the diagram and prepare a write-up about the interest and attitude of the viewers in various shows.



### Answer Key/Value points

Qn. No.	Sub Qns	Answer Key/Value points	Score	Total
1	a. b.	/b^t/ /tru:/	1 1	2
2	a. b.	Governments are banning smoking in public places in many countries.  OR In many countries governments are banning smoking in public places. It seems you are having a nice time at Kovalam.	1  1	2
3	a. b. c.	cruised vegans pilgrimage	1 1 1	3
4		agrees urgently are doing something	1 1 1	3
5		Any 2 sensible sentences	2	2
6		News headlines suitable for the given news	2	2
7		Content Organization	2 2	4
8		Appropriate language Style Purpose of notice	2 1 1	4
9		Relevance of questions Structure of the questions	2 2	4
10		Vocabulary related to cooking Logical sequencing Accurate use of verb forms	1 1 2	4
11		Appropriateness of language Logical sequencing	2 2	4
12		Any 4 sensible sentences in support of the motion	4	4
13		Short profile of Sachin - his career, hard work, how his siblings and parents influenced him, support of his wife, his achievements	4	4
14		Persuasive language Attractive caption Choice of vocabulary for the targeted group	3 1 2	6
15		Brevity Formal language Format	2 3 1	6
16		Greeting Head lines News in details Use of cohesive devices Conclusion Structure	1 1 1 1 1 1	6

### **Instructions to Question paper setters**

- 60 % weight should be given to thinking skills for conceptual attainment and 40 % for conceptual generation.
- 15 to 20 % weigh of the total score must be given to objective type questions and 20 - 30 % weight to essay type questions.
- The highest score that can be given to a question is limited to 10 % of the total score (ie 6 marks)
- Time for reading, thinking and writing should be considered for each question in the question paper.
- All the questions should be based on the concept / theme suggested in the coursebook.
- Choice should be given for higher level questions (maximum 15 to 20 % of total score)

Reg. No:

**Higher Secondary Education**  
**COMMUNICATIVE ENGLISH**  
**Sample Question Paper -II**

Maximum : 60 Score  
Time: 2 hrs

**General Instructions to candidates:**

- There is a 'Cool off time' of 15 minutes in addition to the writing time of 2 hrs.
- Use the 'cool off time' to get familiar with questions and to plan your answers.
- You are not allowed to write your answers nor to discuss anything with others during the 'cool off time'.
- All questions are compulsory.
- Internal choices are allowed for question No. 14 and 16.
- You need not copy down the questions for answering.

1. Replace the underlined word with the most appropriate synonym from the brackets. 2
  - a. My company relocated me to Bangalore. (shifted/sent/placed/relieved)
  - b. He took copious notes during the lecture. (profuse/ profound/ maximum/ plenty)
2. Transcribe the following words phonetically. 2
  - a. key
  - b. Table
3. Use too many/ too much / not enough appropriately in the following sentences. 2
  - a. There are .....tourists in this season. Unfortunately the parking area is ..... to accommodate all the vehicles.
4. Look at the following words and find the odd one out. 2
  - a. boil, sauté, gourd, simmer
  - b. beans, lettuce, carrot, chicken
5. Read the following news article and write a headline for it. 2

Isamu Akasaki, Hiroshi Amano of Japan and U.S. scientist Shuji Nakamura won the Nobel Prize in physics for the invention of blue light-emitting diodes a new energy efficient and environment-friendly light source. The chemistry, literature and peace awards will be announced later this week. The economics prize will be announced next Monday.
6. Read the following headline and invent the first line of the news report. 2

**Train robbery: youth arrested**

7. Given below are the top 4 pieces of news. Arrange these news to prepare a running order for a news bulletin. 4
- Urinal diseases increase due to lack of proper sanitation.
  - Entry of Mangalyan into Mars orbit
  - An inter school sporting event to be conducted in your school
  - "Not to buy food items from vendors", principal advises.
8. You are an anchor, of a TV channel, hosting an interview with a prominent sportsman. How will you introduce him to the audience. Write down the script of your introduction. 3
9. A debate is conducted in your class on 'Cricket matches are time consuming extravaganza'. You have to speak for the topic. What would you speak there? Prepare four points you would like to speak about. 4
10. You have invented a new kind of cooker, and you want to market it. Draft an advertisement for your product (word limit: 30 - 40) 4
11. Go through the following list of ingredients for a recipe and write the instructions to prepare the dish. 5
- Ingredients**
- ½ Cup grated fresh or frozen coconut
  - ¼ Cup roasted Chana Dal / Bengal Gram
  - ½ inch Ginger, chopped
  - 1 Green chilli, chopped
  - Curry leaves
  - 2 tsp Oil
  - Salt to taste
12. Food allergies and poisoning often worry students. Have you ever been a victim of that? Brief it in about 50 words. 5
13. You are calling the customer care centre about an issue that you have come across with your new computer. Write down the script of your conversation.(Identify your problem and explain it) 5
14. You want to become an environmentalist. Write a paragraph about why this profession is most suitable for you. (60-75 words) 6

**OR**

People who work abroad face many problems. Prepare a write-up about their major problems.

15. You school, Govt. HSS Charumoodu, participated in the District Level Sports Meet. The following chart shows the prizes bagged by your school. 6

Event	Prizes won	Winner
High Jump (Girls)	First	Jeena O V
High Jump (Boys)	Third	Sreerag A S
Long Jump (Boys)	Third	Santo John
100 mts. Dash (Boys)	First	Ben Samson
Shot put (Boys)	Second	Jaleel M K
Javelin (Girls)	First	Meenu M M

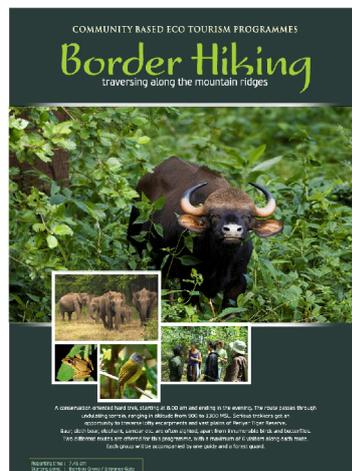
Suppose you are the sports secretary of your school. Prepare a report of the performance to be published in the local daily. You may begin like this.....

(Title)

Govt. HSS, Charumoodu, bagged six prizes.....

16. Look at the cover flap of the brochure given below. You are a tourist guide of this place. How will you introduce the place to the tourists? Prepare a write-up, of your introduction in 75-80 words.

(Hints: Importance of the place, major attractions, climatic conditions etc.)



6

OR

You would have visited many places. Which place attracted you too much? Would you like to visit the place again? Why?

Prepare a write-up in 70-80 words.

### Answer Key/Value points

Qn. No.	Answer Key/Value points	Score	Total
1	a shifted b profuse	1 1	2
2	/ki:/ /teɪbl/	1 1	2
3	Too many not enough	1 1	2
4	Gourd Chicken	1 1	2
5	Any meaningful headline	2	2
6	Any meaningful line with a details of the main points given in the headline	2	2
7	b, c, a, d	4x 1	4
8	Appropriateness of the content Appropriateness of the expression	2 1	3
9	Relevance of the points Clarity	3 1	4
10	Layout and organization Attraction of the expressions	2 2	4
11	Logical presentation Sequencing of ideas Appropriateness of language	3 1 1	5
12	Comprehensiveness Relevance of ideas Logical presentation Appropriateness of language	2 1 1 1	5
13	Organization Communication ideas properly Appropriateness of expressions	3 1 1	5
14	Content (Relevant and sufficient) Logical presentation Appropriateness of language	4 1 1	6
15	Comprehensiveness of the report Layout and organization Appropriateness of language	3 2 1	6
16	Content Use of descriptive words Relevance of expressions/ideas	3 2 1	6
			60