

CBSE CIRCULAR 2023-24



केन्द्रीय माध्यमिक शिक्षा बोर्ड

‘शिक्षा मंत्रालय भारत सरकार के अधीन एक स्वायत्त संगठन

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



CBSE/ACADEMIC/JS(SS)/2023/

6th April, 2023

Circular No. Acad-45/2023

All Heads of Institutions affiliated to CBSE

Subject : Assessment and Evaluation Practices of the Board for the Session 2023-24

The National Education Policy, 2020 has affirmed the need to move from rote learning to learning more focused on developing the creative and critical thinking capacities of students to meet the challenges of the 21st century proactively. Accordingly, the Board has taken multiple steps towards implementation of Competency Focused Education in schools, ranging from aligning assessment to competencies, development of exemplar resources for teachers and students as well as continuous capacity building of teachers etc.

The Board has released guidelines vide Circular No. Acad- 05/2019 dated 18.01.2019; Circular No. Acad-11/2019 dated 06.03.2019; Circular No. Acad-18/2020 dated 16.03.2020; and Circular No. Acad-57/2022 dated 20.05.2022 to progressively align assessment to the vision of the NEP by including more competency-based questions in the Class X and XII Board examinations.

In continuation to these circulars, the Board is initiating further corresponding changes in the Examination and Assessment practices for the academic session 2023-24 to align assessment to Competency Focused Education. Therefore, in the forthcoming session a greater number of Competency Based Questions or questions that assess application of concepts in real-life situations will be part of the question paper.

The changes for classes IX-XII (2023-24) year-end Board Examinations are as under:

(Classes IX-X)		
Particulars	Academic Session 2022-23	Academic Session 2023-24
Composition of question paper year-end examination/ Board Examination (Theory)	<ul style="list-style-type: none">Competency Based Questions are 40% in the form of Multiple-Choice Questions, Case Based Questions, Source Based Integrated Questions or any other type.Objective Questions are 20%Remaining 40% Questions are Short Answer/ Long Answer Questions	<ul style="list-style-type: none">Competency Focused Questions in the form of MCQs/Case Based Questions, Source-based Integrated Questions or any other type = 50%Select response type questions(MCQ) = 20%Constructed response questions (Short Answer/ Long Answer type Questions, as per existing pattern) = 30%

(Classes XI-XII)		
Particulars	Academic Session 2022-23	Academic Session 2023-24
Composition of question paper year-end examination/ Board Examination (Theory)	<ul style="list-style-type: none">Competency Based Questions are 30% in the form of Multiple-Choice Questions, Case Based Questions, Source Based Integrated Questions or any other type.Objective Question are 20%Remaining 50% Questions are Short Answer/ Long Answer Questions	<ul style="list-style-type: none">Competency Focused Questions in the form of MCQs/Case Based Questions, Source-based Integrated Questions or any other type = 40%Select response type questions(MCQ) = 20%Constructed response questions (Short Answer Questions/Long Answer type Questions, as per existing pattern) = 40%

Curriculum document released by the Board for the Academic Session 2023-24 and the Sample Question Papers may also be referred to for details of the QP design of individual subjects. Learning frameworks for various subjects for classes IX-XII are now available at the <https://cbseacademic.nic.in> for reference.

(Dr. Joseph Emmanuel)
Director (Academics)



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(शिक्षा मंत्रालय भारत सरकार के अधीन एक स्वायत्त संगठन)
CENTRAL BOARD OF SECONDARY EDUCATION
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E1001/CBSE-Acad/Curriculum/2023

March 31, 2023

Cir No: Acad-39/2023

All Heads of Institutions affiliated to CBSE

Subject : Secondary and Senior School Curriculum and Sample Question Papers for the session 2023-24

1. CBSE annually provides the curriculum for classes IX to XII containing academic content, syllabus for examinations with learning outcomes, pedagogical practices, and assessment guidelines.
2. It is important that schools ensure curriculum transactions as per the directions given in the initial pages of the Curriculum document. The subjects should be taught as per the curriculum given by suitably incorporating strategies such as Art-Integrated Education, Experiential Learning, Pedagogical Plans, etc. wherever possible.
3. As CBSE has adopted National Curriculum Framework for Foundational Stage – 2022, schools offering foundational or preparatory education are advised to adhere to the recommendations regarding curriculum, pedagogy, assessment, and other areas described in detail in the NCFFS-2022 and guidelines of the Board issued from time to time.
4. Sample Question Papers with detailed designs of the Question Paper are also available on CBSE's website to reflect the impact of changes made in the curriculum. SQPs also provide students with an idea of the exam pattern and the type of questions that may be asked in the actual examination in order to ensure transparency and reduce stress. Students will also get a clear understanding of the weightage of different topics and the marking scheme to be followed by going through these Sample Question Papers.

Schools are requested to share the Curriculum and Sample Question Papers available on www.cbseacademic.nic.in at the given links, with all students and teachers –

- Secondary & Senior Secondary School Curriculum –
https://cbseacademic.nic.in/curriculum_2024.html
- Sample Question Papers – Secondary –
https://cbseacademic.nic.in/SQP_CLASSX_2023-24.html
- Sample Question Papers – Senior Secondary –
https://cbseacademic.nic.in/SQP_CLASSXII_2023-24.html

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Syllabus

English Language and Literature (Code No. 184)

Class - X

2023-24

SECTION - WISE WEIGHTAGE

Sections		Weightage
A	Reading Skills (40 periods)*	20 Marks
B	Writing Skills with Grammar (40 periods)*	20 Marks
C	Language through Literature (50 periods)*	40 Marks

*This is a suggestive number.

Section A Reading Skills

I. Reading Comprehension through Unseen Passage

20 Marks

- Discursive passage of 400-450 words. (10 marks)
 - Case-based passage (with visual input- statistical data, chart etc.) of 200-250 words. (10 marks)
- (Total length of two passages to be 600-700 words)

Multiple Multiple Choice Questions / Objective Type Questions, and Short Answer Questions (to be answered in 30-40 words) will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

Section B Writing Skills with Grammar

II. Grammar

10 marks

- Determiners
- Tenses
- Modals
- Subject – verb concord
- Reported speech
 - Commands and requests
 - Statements
 - Questions

- The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar in context will be assessed through Gap Filling/Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.

III. Writing Skills

10 marks

- Writing a Formal Letter based on a given situation, in 100-120 words. One out of two questions is to be answered. 5 marks
- Writing an Analytical Paragraph in 100-120 words on a given Map / Chart / Graph / Cue/ s . One out of two questions is to be answered. 5 marks

Section C Language through Literature

40 Marks

IV. Reference to the Context

(5+5 = 10 Marks)

- One extract out of two from Drama / Prose.
- One extract out of two from poetry.

Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/ One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

V. Short & Very Long Answer Questions

30 Marks

- Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT to assess interpretation, analysis, inference and evaluation. 4×3=12 marks

Syllabus

9. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation. **2×3=6 marks**
10. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the text. This can be a passage-based question taken from a situation/plot from the text. **6 marks**
11. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

1. FIRST FLIGHT

A. Prose

- | | | |
|----------------------------------|---|-------------------------------|
| i. A Letter to God | ii. Nelson Mandela - Long Walk to Freedom | iii. Two Stories About Flying |
| iv. From the Diary of Anne Frank | v. Glimpses of India | vi. Mijbil the Otter |
| vii. Madam Rides the Bus | viii. The Sermon at Benares | ix. The Proposal (Play) |

B. Poems

- | | | |
|-----------------------------|------------------|-----------------------------------|
| 1. Dust of Snow | 2. Fire and Ice | 3. A Tiger in the Zoo |
| 4. How to Tell Wild Animals | 5. The Ball Poem | 6. Amanda! |
| 7. The Trees | 8. Fog | 9. The Tale of Custard the Dragon |
| 10. For Anne Gregory | | |

2. FOOTPRINTS WITHOUT FEET

- | | | |
|-------------------------|----------------------------|----------------------------------|
| 1. A Triumph of Surgery | 2. The Thief's Story | 3. The Midnight Visitor |
| 4. A Question of Trust | 5. Footprints Without Feet | 6. The Making of a Scientist |
| 7. The Necklace | 8. Bholi | 9. The Book That Saved the Earth |

3. WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS X) – Units 1 to 4 and Units 7 to 11

Note: Teachers are advised to:

- encourage interaction among peers, students and teachers through activities such as role play, discussions, group work etc.
- reduce teacher-talking time and keep it to the minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- follow the Speaking and Listening activities given in the NCERT books.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skill is to be assessed through a judicious mixture of different types of questions.

INTERNAL ASSESSMENT

Listening and Speaking Competencies 30 Periods

Assessment of Listening and Speaking Skills will be for 05 marks.

It is recommended that listening and speaking skills should be regularly practiced .

Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used. Please refer to the Circular no. Acad-33/2020 dated 14th May 2020 at the

http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf for details

Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.

Syllabus

ENGLISH LANGUAGE AND LITERATURE

Code No. (184)

2023-24

CLASS-X

Marks : 80

Sections	Competencies	Total marks
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
Language through Literature	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
Total		80

For the details of Internal Assessment of 20 marks, please refer to the circular no.

Acad-11/2019, dated March 06, 2019.

Annexure I

Guidelines for Assessment of Listening and Speaking Skills (ALS)

ALS is a component of the Subject Enrichment Activity under Internal Assessment. ALS must be seen as an integrated component of all four language skills rather than a compartment of two. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

Assessment of Listening and Speaking Skills: (5 Marks)

i. Activities

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. Parameters for Assessment: The listening and speaking skills are to be assessed on the following parameters:

- a. Interactive competence (Initiation & turn taking, relevance to the topic)
- b. Fluency (cohesion, coherence and speed of delivery)
- c. Pronunciation
- d. Language (grammar and vocabulary)

A suggestive rubric is given below:

Interaction	<p>1.</p> <ul style="list-style-type: none"> Contributions are mainly unrelated to those of other speakers Shows hardly any initiative in the development of conversation Very limited interaction 	<p>2.</p> <ul style="list-style-type: none"> Contributions are often unrelated to those of the other speaker Generally passive in the development of conversation 	<p>3.</p> <ul style="list-style-type: none"> Develops interaction adequately, makes however minimal effort to initiate conversation Needs constant prompting to take turns 	<p>4.</p> <ul style="list-style-type: none"> Interaction is adequately initiated and developed Can take turn but needs some prompting 	<p>5.</p> <ul style="list-style-type: none"> Initiate & logically develops simple conversation on familiar topics Takes turns appropriately
Fluency & Coherence	<ul style="list-style-type: none"> Noticeably/ long pauses; rate of Speech is slow Frequent repetition and/or self-correction this is all right in informal conversation Links only basic sentences; breakdown of coherence evident. 	<ul style="list-style-type: none"> Usually fluent; produces simple speech fluently, but loses coherence in complex communication Often hesitates and/or resorts to slow speech Topics partly developed; not always concluded logically 	<ul style="list-style-type: none"> Is willing to speak at length, however repetition is noticeable Hesitates and/or self corrects; occasionally loses coherence Topics mainly developed, but usually not logically concluded 	<ul style="list-style-type: none"> Speaks without noticeable effort, with a little repetition Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction Topics not fully developed to merit. 	<ul style="list-style-type: none"> Speaks fluently almost with no repetition & minimal hesitation Develops topic fully & coherently
Pronunciation	<ul style="list-style-type: none"> Frequent inaccurate pronunciation Communication is severely affected 	<ul style="list-style-type: none"> Frequently unintelligible articulation Frequent phonological errors Major communication problems 	<ul style="list-style-type: none"> Largely correct pronunciation & clear articulation except occasional errors 	<ul style="list-style-type: none"> Mostly correct pronunciation & clear articulation Is clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> Pronounces correctly & articulates clearly Is always comprehensible uses appropriate intonation
Vocabulary & Grammar	<ul style="list-style-type: none"> Demonstrates almost no flexibility, and mostly struggles for appropriate words Many Grammatical errors impacting communication 	<ul style="list-style-type: none"> Is able to communicate on some of the topics, with limited vocabulary. Frequent errors, but self-corrects 	<ul style="list-style-type: none"> Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors 	<ul style="list-style-type: none"> Is able to communicate on most of the topics with appropriate vocabulary Minor errors that do not hamper communication 	<ul style="list-style-type: none"> Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions No grammatical errors

iii. Schedule:

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

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