

#Jenny



Finally I get this ebook, thanks for all these I can get now!

#Rio



Cool! I'am really happy

#Markus Jensen



I did not think that this would work, my best friend showed me this website, and it does! I get my most wanted eBook

#Hun Tsu



wtf this great ebook for free?!

#Che Salsa



My friends are so mad that they do not know how I have all the high quality ebook which they do not!

#Diego Butler



so many fake sites. this is the first one which worked! Many thanks

INTRODUCTION

Terminal Evaluation is a very integral part of the Continuous and Comprehensive Evaluation which was made a constitutional obligation by the RTE, Act of 2009. The Kerala School Curriculum 2013 envisioned that the examination system should be recent towards an objective, valid and reliable assessment of learning outcomes which should promote the socio-emotional development of the learner. Moreover, it could be used to test the effectiveness of transactional strategies thereby improving the teaching-learning process. It also serves as the litmus test to check whether the intended curriculum is implemented.

Hence the responsibility of the question paper setter lies in bridging the gap between intended curriculum and implemented curriculum. During the course of the preparation of question paper, he/she should see to it on learning outcomes and that they should address the concerns of all types of learners.

Part III English Literature Optional test prescribed for Class XI gives due emphasis on literary aspects rather than linguistic aspects which make the pattern of questions in English Literature Optional Test different from that of Part I General English question paper. Various genres such as poetry, short story, non-fiction and one act plays penned by literary luminaries across the globe are represented in the text so as to facilitate the learner internalize the characteristic features of these genres and major thrust areas of each unit. Keeping in view, the syllabus, teacher text and text book, scheme of work, the learning based on experiences which have been gained by the students the question paper setter should frame the Term end question paper to evaluate the measurable and observable outcomes.

GUIDELINES FOR THE PREPARATION OF QUESTION PAPER

- Before preparing the question paper, the question paper setter should familiarize himself with the textbook prescribed, L.Os, thinking skills and scheme of work.
- A pool of quality questions may be prepared prior to the process of setting the question paper.
- A design of the question paper with due weight to content, learning outcomes, different types of questions and thinking skills should be prepared.
- A blue print based on the design should also be prepared.
- 60% weight should be given to thinking skills for conceptual attainment and 40% to thinking skills for conceptual generation.
- Stem of the question text should be relevant to the question posed.
- Questions should contain objective type, short answer type and essay type and the questions should be asked following the same order.
- 15 to 20% weight of total scores must be given to objective type questions.
- Essay type questions can be framed up to 32% of the total score.
- Choice can be given to short answer type and essay type questions but choice should not be provided for objective type questions.
- Choice can be given up to 30 to 32% of the questions.
- Choice to select essay questions from the poetry section should be given which must focus on one question from the first half of the section and one from the second half.
- One essay question each from the Non-fiction and One-act play section may be included.

[Download PDF version of :](#)
Model Question Paper Education Portal