



## ENGLISH OVERVIEW GRADES XI AND XII

**Delhi Board of School Education (DBSE)**

**Directorate of Education, Government of National Capital Territory of Delhi**

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## ABBREVIATIONS AND ACRONYMS

DBSE	Delhi Board of School Education
IA	Internal Assessment

DRAFT

## 1. Introduction:

### 1.1. English as a subject

English is a global language which, after Mandarin and Spanish, is the 'third most used language' (as per the World Population Review-2022) around the world for communication. It is the official language in 53 countries and is spoken as a first language by around 400 million people worldwide. It is because of these facts and figures that it has achieved status of a 'World Language'. German sociolinguist Ulrich Ammon says that what determines whether something is a world language is its "global function", which is to say its use for global communication particularly between people who do not share it as a native language. It is also referred to as *lingua franca*—i.e. a bridge language, a link language used for communication where it is not the native language of any of the participants.

Some indicators for English getting the status of 'World language' are the number of countries that use the language as an official language as well as those countries' geographical distribution, use in international business and prevalence in academic as well as scientific publications. Even large international organizations like the World Bank use English as their official language. English is also the language of the internet which means in today's technology-driven world learning English becomes a necessity rather than a luxury. Being able to communicate in English, makes integrating with an increasingly connected world much easier.

Therefore, to ensure that Delhi Board of School Education (DBSE) students are able to create and contribute to these fields and channelize opportunities in their favour, the English curriculum aims to build both English literacy and literary skills among students. Further, it intends to develop proficiency in English language to help them be effective communicators of the language. Learning English is not merely acquiring skills (Listening, Reading, Speaking and Writing) but learning about the language, its form and structure, skills associated with it, cultures associated and represented through it and how all of these translate to suit various personal and professional requirements of an individual.

### 1.2. Aims of teaching English

The aims of teaching English Language and Literature in grade XI and XII are to encourage and enable students to:

- enjoy and appreciate literature through a study of selected literary works.
- develop sensitivity towards their cultural heritage as well as aspects of contemporary life and draw parallels with the culture of the people around the globe.
- become conscious about the inherent variability that characterizes language and notice that languages evolve all the time.
- organise and structure thoughts and write with a sense of purpose and an awareness of the audience.
- use language creatively and imaginatively in and beyond the classroom discourse.
- establish an understanding of humanity through the study of literature
- develop and use communication skills in a variety of contexts
- read for pleasure and analyse literary/ non-literary texts of various genres and from different historical periods as well as cultures through personal engagement.

### 1.3. Objectives of teaching English

The objectives for teaching English language at the Senior Secondary level in DBSE are measurable and tangible steps that lead us towards learning the English language. The objectives are provided below.

#### **Objective A: Analyse and evaluate**

Students should make appropriate connections to draw relevant insights about texts encountered while reading and/or listening. Students should also be able to reflect on encountered material to assess the quality of the ideas and opinions discussed and how they have been presented based on audience and purpose.

Therefore, students should be able to:

- i. understand conventions, purpose and intended impact on the audience
- ii. analyse information based on the plot, setting, language and structure of texts
- iii. make connections and draw inferences using verbal and non-verbal cues
- iv. critically assess opinions and ideas across and within texts

#### **Objective B: Organise**

Students should be able to present material in appropriate formats according to the context and the purpose they are trying to achieve. Students should also be able to present their ideas in a structured and organised manner.

Therefore, students should be able to:

- i. use appropriate formats to meet the context and purpose
- ii. organise opinions and ideas coherently and logically

#### **Objective C: Create**

Students should be able to explore different perspectives and ideas, including new and unfamiliar ones, while displaying sensitivity, insight and imagination. They should also be able to develop their own ideas with clarity and logic, while making requisite changes for different audiences.

Therefore, students should be able to:

- demonstrate sensitivity, insight and imagination while exploring new perspectives and ideas
- develop ideas clearly and logically, with elaboration
- make appropriate linguistic choices in order to influence the audience

#### **Objective D: Language Mechanics**

Students should be able to communicate accurately and appropriately in a variety of contexts, using both verbal and non-verbal means.

Therefore, students should be able to:

- use language accurately
- use appropriate vocabulary, grammatical/syntactic structures and forms of expression in a variety of contexts
- use non-verbal communication techniques effectively

## 2. English curriculum overview for grades XI and XII

An academic year at DBSE consists of two terms for grades XI and XII of an academic year. Content, duration and the learning resources are provided in the subsequent sections.

### 2.1. Grade XI curriculum overview

Table 1: Content, duration and the learning resources in grade XI

Grade XI	
Term 1	
Content	Duration
<p><b><u>Literature</u></b> – RTC + short questions + long questions</p> <ul style="list-style-type: none"> <li>● <b>Hornbill: Prose</b> <ol style="list-style-type: none"> <li>1. The Portrait of a Lady</li> <li>2. We are Not Afraid to Die</li> <li>3. Discovering Tut</li> </ol> </li> <li>● <b>Hornbill: Poetry</b> <ol style="list-style-type: none"> <li>4. A Photograph</li> <li>5. The Laburnum Top</li> </ol> </li> <li>● <b>Snapshots (Supplementary Reader):</b> <ol style="list-style-type: none"> <li>6. The Summer of the Beautiful White Horse</li> <li>7. The Address</li> </ol> </li> </ul> <p><b><u>Writing skills</u></b> – one internal choice in letter/article</p> <ol style="list-style-type: none"> <li>1. Advertisement</li> <li>2. Speech writing</li> </ol> <p><b><u>Reading skill</u></b> – MCQ based + short answer</p> <ol style="list-style-type: none"> <li>1. Unseen passages 2, one case based (2)</li> <li>2. Note making</li> </ol> <p><b>ASL (20-10)</b> Multiple tasks (4)</p> <p><b>Project</b> (10) group project- project based viva</p> <p><b><u>Grammar</u></b></p> <ol style="list-style-type: none"> <li>1. Gap filling – tenses, clauses</li> <li>2. Reordering and transformation of sentences</li> </ol>	

**Grade XI - Term 2**

<b>Content</b>	<b>Duration</b>
<p><b><u>Literature</u></b> – RTC + short questions + long questions</p> <ul style="list-style-type: none"><li>● <b>Hornbill: Prose</b><ol style="list-style-type: none"><li>1. The Adventure</li><li>2. Silk Road (Prose)</li></ol></li><li>● <b>Hornbill: Poetry</b><ol style="list-style-type: none"><li>3. The Voice of the Rain</li><li>4. Childhood</li><li>5. Father to Son</li></ol></li><li>● <b>Snapshots (Supplementary Reader):</b><ol style="list-style-type: none"><li>6. Mother's Day (Play)</li><li>7. Birth ( Prose)</li><li>8. The Tale of Melon City</li></ol></li></ul> <p><b><u>Writing skills</u></b> – one internal choice in letter/article</p> <ol style="list-style-type: none"><li>1. Poster</li><li>2. Debate writing</li></ol> <p><b><u>Reading skill</u></b> – MCQ based + short answer</p> <ol style="list-style-type: none"><li>1. Unseen passages 2, one case based (2)</li><li>2. Note making</li></ol> <p><b><u>ASL (20-10)</u></b></p> <p>Multiple tasks (4)</p> <p><b><u>Project (10)</u></b> group project- project based viva</p> <p><b><u>Grammar</u></b></p> <ol style="list-style-type: none"><li>1. Gap filling – tenses, clauses</li><li>2. Reordering and transformation of sentences</li></ol>	



## 2.2. Grade XII curriculum overview

Table 2: Content, duration and the learning resources in grade XII

Grade XII	
Term 1	
Content	Duration
<p><b><u>Literature – RTC + short questions + long questions</u></b></p> <p><b>Flamingo (Prose):</b></p> <ol style="list-style-type: none"> <li>1. Last Lesson (4)</li> <li>2. The Lost Spring (6)</li> <li>3. Deep Water (4)</li> <li>4. The Rattrap</li> <li>5. Indigo</li> </ol> <p><b>Flamingo (Poetry):</b></p> <ol style="list-style-type: none"> <li>4. My Mother at 66 (3)</li> <li>5. Keeping Quiet (3)</li> <li>6. Thing of Beauty</li> </ol> <p><b>Vistas (Prose):</b></p> <ol style="list-style-type: none"> <li>1. The Third Level (5)</li> <li>2. The Tiger King</li> <li>3. Journey to the End of the Earth</li> </ol> <p><b><u>Writing skills – one internal choice in letter/article</u></b></p> <ol style="list-style-type: none"> <li>1. Letter – formal – job application (3)</li> <li>2. Notice (2)</li> <li>3. Article (4)</li> </ol> <p><b><u>Reading skill – MCQ based + short answer</u></b></p> <ol style="list-style-type: none"> <li>1. Unseen passages 2, one case based (2)</li> </ol> <p><b><u>ASL (20-10)</u></b></p> <ol style="list-style-type: none"> <li>1. Multiple tasks (4)</li> </ol> <p><b><u>Project (10) group project</u></b></p>	

<b>Term 2</b>	
<b>Content</b>	<b>Duration</b>
<p><b><u>Literature – RTC + short questions + long questions</u></b></p> <ul style="list-style-type: none"> <li>● <b>Flamingo (Prose):</b> <ol style="list-style-type: none"> <li>1. Poets and Pancakes</li> <li>2. The Interview</li> <li>3. Going Places</li> </ol> </li> <li>● <b>Flamingo (Poetry):</b> <ol style="list-style-type: none"> <li>4. A Roadside Stand</li> <li>5. Aunt Jennifer’s Tigers</li> </ol> </li> <li>● <b>Vistas (Prose):</b> <ol style="list-style-type: none"> <li>1. The Enemy</li> <li>2. On the Face of It</li> <li>3. Memories of Childhood               <ol style="list-style-type: none"> <li>a) The Cutting of My Long Hair</li> <li>b) We Too are Human Beings</li> </ol> </li> </ol> </li> </ul> <p><b><u>Reading skill – MCQ based + short answer</u></b></p> <ol style="list-style-type: none"> <li>1. Unseen passages 2, one case based (2)</li> </ol> <p><b><u>ASL (20-10)</u></b></p> <ol style="list-style-type: none"> <li>1. Multiple tasks (4)</li> </ol> <p><b><u>Project (10) group project</u></b></p> <p><b><u>Writing Skills</u></b></p> <p>Formal/Informal Invitation and Reply</p> <p>Letters to the editor (giving suggestions or opinion on issues of public interest)</p> <p>Report Writing</p>	

### 3. Assessment overview

DBSE approach to assessment and reporting is based on assessment criteria and grades. Criterion based assessments enable students to self-monitor and build self-belief as they can see the evidence of the progress they are making over time. Students can track their progress using level descriptors, they can clearly understand how their work can be improved over time.

The four core criteria assessed in English are:

- Criterion A – Analyse and Evaluate
- Criterion B – Organise
- Criterion C – Create
- Criterion D – Language Mechanics

DBSE promotes multiple ways of assessing students. There are three types of assessments conducted at DBSE schools throughout a learning period.

**Assessment for learning:** It is the process of gathering and interpreting evidence for use by students and teachers to know where the students are on their learning pathway, decide where they need to go and how best to get there. The teacher plays a supportive role wherein the student responses in the assessment tasks are analysed to help students progress on their learning pathway. Consequently, it is important that these assessments must always be accompanied by feedback and feed-forward mechanisms to enable deep learning and help improve teaching. Example tasks include homework, classwork, class tests, assignments, projects, etc. The assessments should provide the right amount of challenge to students based on learning levels so that appropriate feedback can be provided.

**Assessment of learning:** It takes place at key points in the learning cycle, such as at the end of a learning period, e.g. a term, to measure if students have achieved the learning objectives. Example tasks include exams, final projects, essays, etc. The primary purpose is to assess what students can do at a point in time to understand their readiness to move to the next stage of education.

**Assessment as learning:** Students are provided with opportunities to monitor their own progress, self-assess and reflect on their learning. Example tasks include self-assessment, peer assessment, student portfolio, etc.

The assessment tasks and methods used in internal assessment are criterion related, student-centric and provide feedback for further enhancement of learning. There are two types of assessments used for reporting student performance.

- Internal assessments (IA) (20%)
- Term-end assessments (TA) (80%)

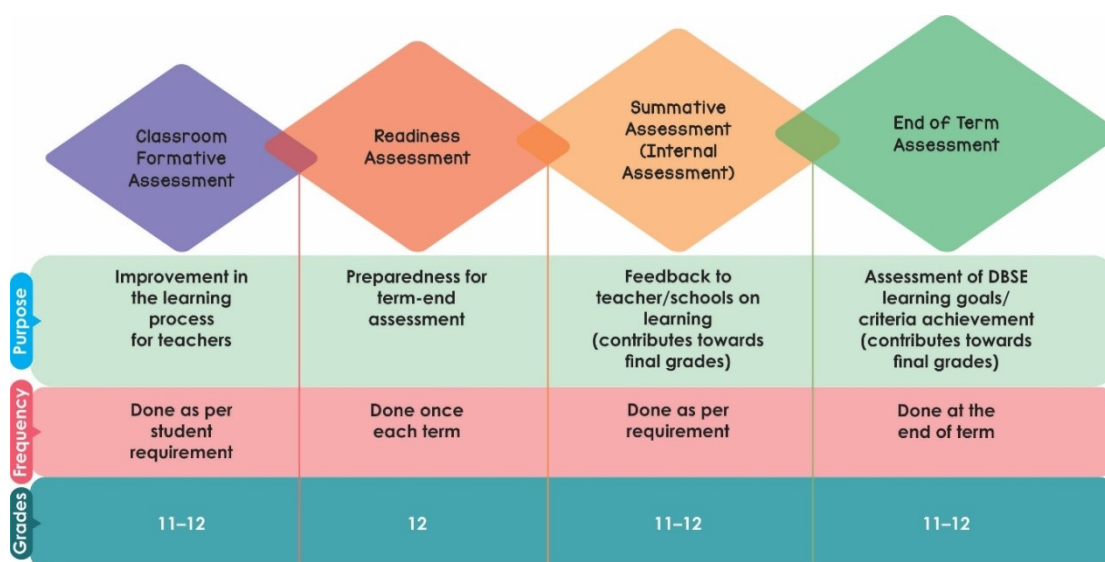
The assessment tasks and methods used in internal assessments provide opportunities for students to show their academic achievements in multiple ways and provide feedback for further enhancement of learning. External assessment tasks are based on curriculum objectives defined for English.

DBSE assessments used for reporting for grades XI & XII can be school-led and/or board-led. School-led assessments are based on an item pool provided by DBSE and Board-led assessments are developed and administered by DBSE. In grade XII, DBSE monitor internal assessments and readiness assessments. Term-end assessments are conducted by DBSE.

### 3.1. Assessment structure

Global best practices suggest a multifaceted assessment structure. That is, students should be assessed in multiple ways and at multiple times without increasing the workload of teachers or students, to the extent possible. A schematic representation of the DBSE assessment structure is presented below:

Figure 1: Assessments in DBSE



### 3.2. Assessment calendar

The assessment calendar for internal and external assessments for academic year 2022- 23 for grades XI and XII assessments is given below.

Table 3: Grade XI Assessment calendar

Term	Duration		Assessment	Criteria Assessed	Assessment Strategies
1	4-Jul	30-Sep	IA - Term1 Summative	Analyse and Evaluate, Organise, Create, Language Mechanics	Performance-based or project-based tasks such as report-writing, presentations, writing a script, role-plays, debates, etc.
10 – 24 October 2022			Term-end 1	All 4 Criteria	Competency based assessment
2	01-Nov	24-Feb	IA – Term2 Summative	Analyse and Evaluate, Organise, Create, Language Mechanics	Performance-based or project-based tasks such as report-writing, presentations, writing a script, role-plays, debates, etc.
1 - 20 March 2023			Term-end 2	All 4 Criteria	Competency based assessment

Table 4: Grade XII Assessment calendar

Term	Duration		Assessment	Criteria Assessed	Assessment Strategies
1	4-Apr	10-Sep	IA - Term 1 Summative	Analyse and Evaluate, Organise, Create, Language Mechanics	Performance-based or project-based tasks such as report-writing, presentations, writing a script, role-plays, debates, etc.
12-24 Sep 2022			Readiness Assessment	All 4 Criteria	Competency based assessment
10 – 24 October 2022			Term-end 1	All 4 Criteria	Competency based assessment
2	4-Nov	4-Feb	IA – Term 2 Summative	Analyse and Evaluate, Organise, Create, Language Mechanics	Performance-based or project-based tasks such as report-writing, presentations, writing a script, role-plays, debates, etc.
6 - 18 Feb 2023			Readiness Assessment	All 4 Criteria	Competency based assessment
1 - 20 March 2023			Term-end 2	All 4 Criteria	Competency based assessment

### 3.3. Assessment levels and grades

The Assessment Criteria directly relate to the Objectives of the curriculum and carry equal weightage. The student achievement levels will be reported as a number grade with an associated description.

The grade descriptions are based on assessment criteria levels. The level descriptors of an assessment criterion depict clear progression of improvement of skills and competencies for a learning period.

All the assessment tasks used to report students' achievements are based on task specific, hierarchical, and qualitatively defined rubrics. The categories used in rubrics represent increasing quality or sophistication of response to a task. They provide a basis for evaluating and recording students' responses to an assessment task. A rubric makes assessment expectations transparent.

In order to show the degree of competence in each criterion, fine grained descriptions of various levels are used. These descriptions indicate the progression of achievement in each criterion. The criteria levels and grade descriptions are given in the following tables.

Table 5: Criterion A: Analyse and Evaluate

Levels	Level Description
0	Does not reach a level described by any of the descriptors below
1-2	<ul style="list-style-type: none"> <li>i. understands <b>some</b> basic conventions, identifies purpose and intended influence on the audience <b>minimally</b></li> <li>ii. analyses information based on the plot, setting and language of texts <b>minimally</b></li> <li>iii. makes <b>minimal</b> connections and draws <b>limited</b> inferences using verbal and non-verbal cues</li> <li>iv. critically assesses opinions and ideas within a text <b>minimally</b></li> </ul>
3-4	<ul style="list-style-type: none"> <li>i. understands <b>basic</b> conventions, identifies purpose and intended influence on the audience <b>adequately</b></li> <li>ii. analyses information based on the plot, setting, language and <b>structure</b> of texts <b>adequately</b></li> <li>iii. makes <b>adequate</b> connections and draws <b>a few</b> inferences using verbal and non-verbal cues</li> <li>iv. critically assesses opinions and ideas <b>across</b> and within texts <b>adequately</b></li> </ul>
5-6	<ul style="list-style-type: none"> <li>i. understands <b>basic</b> conventions, identifies purpose and intended influence on the audience <b>competently</b></li> <li>ii. analyse information based on the plot, setting, language and structure of texts <b>competently</b></li> <li>iii. makes <b>significant</b> connections and draws <b>substantial</b> inferences using verbal and non-verbal cues</li> <li>iv. critically assesses opinions and ideas across and within texts <b>competently</b></li> </ul>
7-8	<ul style="list-style-type: none"> <li>i. understands conventions, identifies purpose and its influence on the audience <b>insightfully</b></li> <li>ii. analyse information based on the plot, setting, language and structure of texts <b>insightfully</b></li> <li>iii. makes <b>extensive</b> connections and draws <b>insightful</b> inferences using verbal and non-verbal cues</li> <li>iv. critically assesses opinions and ideas across and within texts <b>insightfully</b></li> </ul>

Table 6: Criterion B: Organise

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ul style="list-style-type: none"> <li>i. <b>rarely</b> uses appropriate formats to meet the context and purpose</li> <li>ii. organises opinions and ideas with a <b>minimal</b> degree of coherence and logic with <b>minimal</b> paragraphing</li> </ul>
3-4	<ul style="list-style-type: none"> <li>i. <b>sometimes</b> uses appropriate formats to meet the context and purpose</li> <li>ii. organises opinions and ideas with <b>some</b> degree of coherence and logic with paragraphs containing <b>some relevant</b> details, descriptions and/or examples</li> </ul>
5-6	<ul style="list-style-type: none"> <li>i. <b>often</b> uses appropriate formats to meet the context and purpose</li> <li>ii. organises opinions and ideas with <b>sufficient</b> degree of coherence and logic with paragraphs containing <b>relevant</b> details, descriptions and/or examples</li> </ul>
7-8	<ul style="list-style-type: none"> <li>i. <b>mostly</b> uses appropriate formats to meet the context and purpose</li> <li>ii. organises opinions and ideas with coherence and logic with paragraphs containing <b>relevant</b> details, descriptions and/or examples <b>insightfully</b></li> </ul>

Table 7: Criterion C: Create

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ul style="list-style-type: none"> <li>i. demonstrates <b>minimal</b> sensitivity, insight and imagination while exploring new perspectives and ideas</li> <li>ii. develops ideas with <b>limited</b> clarity and logic</li> <li>iii. linguistic choices including tone, stylistic devices, visual devices, etc. are <b>rarely</b> appropriate with respect to the audience</li> </ul>
3-4	<ul style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> sensitivity, insight and imagination while exploring new perspectives and ideas</li> <li>ii. develops ideas with <b>basic</b> clarity and logic, with <b>some</b> elaboration</li> <li>iii. linguistic choices including tone, stylistic devices, visual devices, etc. are <b>occasionally</b> appropriate with respect to the audience</li> </ul>
5-6	<ul style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> sensitivity, insight and imagination while exploring new perspectives and ideas</li> <li>ii. develops ideas with <b>adequate</b> clarity and logic, with elaboration</li> <li>iii. linguistic choices including tone, stylistic devices, visual devices, etc. are <b>often</b> appropriate with respect to the audience</li> </ul>
7-8	<ul style="list-style-type: none"> <li>i. demonstrates <b>extensive</b> sensitivity, insight and imagination while exploring new perspectives and ideas</li> <li>ii. develops ideas with <b>substantial</b> clarity and logic, with <b>extensive</b> elaboration</li> <li>iii. linguistic choices including tone, stylistic devices, visual devices, etc. are <b>mostly</b> appropriate with respect to the audience</li> </ul>



Table 8: Criterion D: Using Language

Levels	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ul style="list-style-type: none"> <li>i. makes errors in grammar, spelling and punctuation that make understanding the meaning difficult</li> <li>ii. <b>rarely</b> uses context appropriate vocabulary, grammatical/syntactic structures and forms of expression</li> <li>iii. rarely uses non-verbal communication techniques</li> </ul>
3-4	<ul style="list-style-type: none"> <li>i. makes <b>some</b> errors in grammar, spelling and punctuation that make understanding the meaning difficult <b>sometimes</b></li> <li>ii. uses <b>limited</b> vocabulary, grammatical/syntactic structures and forms of expression appropriately in <b>some</b> contexts</li> <li>iii. use non-verbal communication techniques in a <b>limited</b> manner</li> </ul>
5-6	<ul style="list-style-type: none"> <li>i. makes <b>few</b> errors in grammar, spelling and punctuation that <b>rarely</b> make understanding the meaning difficult</li> <li>ii. uses a <b>range of</b> vocabulary, grammatical/syntactic structures and forms of expression appropriately in a <b>variety</b> of contexts</li> <li>iii. use non-verbal communication techniques <b>adequately</b></li> </ul>
7-8	<ul style="list-style-type: none"> <li>i. makes <b>very few</b> errors in grammar, spelling and punctuation that <b>do not</b> make understanding the meaning difficult</li> <li>ii. uses extensive vocabulary, <b>wide range</b> of grammatical/syntactic structures and forms of expression in a variety of contexts</li> <li>iii. use non-verbal communication techniques <b>effectively</b></li> </ul>

Table 9: Description of Grade points

Grade	Grade Description
7	Analyses and evaluates ideas and opinions across and within a wide range of texts demonstrating a high level of critical thinking and insight. Produces insightful, imaginative and sensitive work while exploring new ideas and perspectives in a highly nuanced and sophisticated manner. Communication is consistently clear, lucid and appropriate to the audience and context while using non-verbal communication effectively.
6	Analyses and evaluates ideas and opinions across and within a wide range of texts usually demonstrating a high level of critical thinking and insight. Produces mostly insightful, imaginative and sensitive work while exploring new ideas and perspectives in a nuanced and sophisticated manner. Communication is mostly clear, lucid and appropriate to the audience and context while using non-verbal communication effectively.
5	Analyses and evaluates ideas and opinions across and within a range of texts frequently demonstrating a high level of critical thinking and insight. Produces frequently insightful, imaginative and sensitive work while exploring new ideas and perspectives. Communication is frequently clear, lucid and appropriate to the audience and context while generally using non-verbal communication effectively.
4	Analyses and evaluates ideas and opinions across and within a range of texts frequently demonstrating a high level of critical thinking and insight. Produces frequently insightful, imaginative and sensitive work while exploring new ideas and perspectives. Communication is frequently clear, lucid and appropriate to the audience and context while generally using non-verbal communication effectively.
3	Begins to analyse and evaluate ideas and opinions across and within a range of texts occasionally demonstrating a high level of critical thinking and insight. Produces occasionally insightful, imaginative and sensitive work while exploring new ideas and perspectives. Communication is occasionally clear, lucid and appropriate to the audience and context. Shows an expanded range of uses non-verbal communication techniques that is sometimes used effectively.
2	Begins to analyse and evaluate ideas and opinions across and within a limited range of texts rarely demonstrating a high level of critical thinking and insight. Produces minimally insightful, imaginative and sensitive work and begins to explore new ideas and perspectives. Communication is not always clear, lucid and rarely appropriate to the audience and context. Uses limited non-verbal communication techniques.
1	Begins to analyse and evaluate ideas and opinions across and within a very limited range of texts rarely demonstrating a high level of critical thinking and insight. Produces minimally insightful, imaginative and sensitive work while rarely exploring new ideas and perspectives. Communication is not always clear, lucid and rarely appropriate to the audience and context. Rarely uses non-verbal communication techniques.