

## FAQS (FREQUENTLY ASKED QUESTIONS) RELATED TO SSC EXAMINATIONS

1. Are our students able to comprehend the textbook independent texts?

**Ans:** Yes, this is not a new practice , but the given passage should be appropriate to the level of the class

2. How to get good marks in 'Editing part'?

**Ans:**

- a. The teachers should take up discourse editing exercise on a regular basis.
- b. Besides the textbook, the students should be exposed to a variety of texts
- c. An activity, wherein the students write the paragraph/s with errors and exchange them for correction, can be taken up in the class.

3. What are the areas to be covered in editing?

**Ans:** This cannot be specified. The information is given on page no. 56&57(Steps 1-3) maybe helpful in this regard.

4. Should the correction (editing of the errors) be made exactly as given in the textbook?

**Ans:** Yes. If there is any ambiguity in answers, it will be provided in the key and marks will be awarded accordingly.

5. How many open-ended questions are to be asked? What are the indicators for such questions?

**Ans:** More than one. The number of factual questions should be minimum.

6. Should the poems be taken from the suggested ones or from the external sources?

**Ans:** Any poem suitable to the level of the class can be taken.

7. Should the proper layout be followed for minor discourses?

**Ans:** Yes

8. Is there any prescribed layout for minor discourses?

**Ans:** Yes. Please refer Teacher's Handbook.

9. Is it possible for to get 10/10 in major discourses?

**Ans:** Yes, if all the indicators are met.

10. Should the answers be written in the sequence as given in the question paper?

**Ans:** Not necessarily.

11. If the answers are repeated (without being struck off), should only the first one be considered?

**Ans:** Strictly yes

12. Can the passages for reading comprehension (Paper-II) be extracted from the textbooks of the lower classes?

**Ans:** Yes, if they are not read by the students earlier.

13. Is colouring necessary for the poster? Should we give weightage for colouring?

**Ans:** Not necessary. No weightage is given. Relevant illustrations will be considered under format and the way it communicate.

14. Should the profile be written in the tabular form or in a paragraph?

**Ans:** Both the ways depending on the question.

15. What should be the length of the exchangers in a conversation?

**Ans:** Depending on the context. Minimum 10 exchanges should be there which are contextually relevant.

16. What is the difference between a conversation and an interview?

**Ans:** Please refer Teacher's Handbook.

17. In a question with internal choice, can we consider the best answer when both are attempted?

**Ans:** Yes

18. Should the discourses be covered in a graded manner from Class VI onwards?

**Ans:** No. All the discourses are compulsory for all the classes. The features are class specific.

19. Can we prescribe specific discourses for SA-I and SA –II?

**Ans:** No

20. Are there any norms for giving picture as an input for major and minor discourses?

**Ans:** Yes, can be given with the discretion of the paper setter.

21. What are the indicator for open ended questions?

**Ans:** Contextual relevance and well formed sentences (If it 1 mark ½ mark each: If it is 2 marks 1 mark each).

22. What is the difference in Paper-I and II?

**Ans:** Paper-I is based on the textbooks and Paper-II is based on the textbook independent. The discourses under Paper-I and II are totally different.

### **PERFORMANCE INDICATORS FOR MAJOR DISCOURSES**

<b>Discourse</b>	<b>Discourse Specific Features</b>	<b>Marks allotted</b>	<b>Language Specific Features</b>	<b>Marks allotted</b>
<b>Narrative</b>	Sequencing events and dialogues	2 Marks	Grammaticality(tense, aspect, agreement, PNG features ,etc.	2 Marks
	Setting and sensory perceptions	2 Marks	Conventions of writing	1 Mark
	Expressing emotions	2 Marks	Coherence – use of connectives and pronouns	1 Mark
<b>Conversation</b>	Writing dialogues contextually(min. 10 exchanges)	2 Marks	Grammaticality(tense, aspect, agreement, PNG features ,etc.	1 Mark
	Sequencing the dialogues	2 Marks	Conventions of writing	1 Mark
	Using social norms and discourse markers	2 Marks	Coherence – use of connectives and pronouns	2 Marks
<b>Description</b>	Creating vivid images using attributes and describing words	2 Marks	Grammaticality(tense, aspect, agreement, PNG features ,etc.	2 Marks
	Using different kinds of sentences (short sentences, question forms, passivization, etc.)	2 Marks	Conventions of writing	1 Mark
	Giving personal reflections on event or person	2 Marks	Coherence – use of connectives and pronouns	1 Mark
<b>Interview</b>	Proper introduction and beginning	1 Mark	Grammaticality(tense, aspect, agreement, PNG features ,etc.	1 Mark
	Using discourse markers and language appropriate to the context	2 Marks	Conventions of writing	1 Mark
	Questions relevant to the context and relevant to the responses	2 Marks	Coherence – use of connectives and pronouns	2 Marks
	Appropriate closing/ending to the interview	1 Mark	----	-----

Discourse	Discourse Specific Features	Marks allotted	Language Specific Features	Marks allotted
<b>Script for drama/play</b>	Maintaining proper beginning, rising actions and ending	2Marks	Use of discourse markers and appropriate cohesive devices	2Marks
	Dialogues relevant to the context	2Marks	Well-structured sentences ( description of settings and scenes )	1 Mark
	Stage directions ,movements and setting	2Marks	Conventions of writing	1 Mark
<b>Script for Choreography</b>	Identification of main theme and stanza wise themes	2Marks	Grammaticality(tense, aspect, agreement, PNG features ,etc.	2 Marks
	Instances for single/multiple themes	2 Marks	Conventions of writing	1 Mark
	Sequence of actions	2Marks	Coherence – use of connectives and pronouns	1 Mark

Discourse	Discourse Specific Features	Marks allotted	Language Specific Features	Marks allotted
<b>Script for Speech</b>	Contextual relevance and organization of ideas	2 Marks	Grammaticality(tense, aspect, agreement, PNG features ,etc.	2 Marks
	Use of argumentative/persuasive/interactive language	2 Marks	Conventions of writing	1 Mark
	Citation of examples, quotes, etc.	2 Marks	Coherence – use of connectives and pronouns	1 Mark
<b>News report</b>	Use of appropriate headline and lead sentence	2 Marks	Organization of the information	1 Mark
	Body of the report	2 Marks	Coherence – use of connectives and pronouns	1 Mark
	Use of appropriate language	2 Marks	Grammaticality(tense, aspect, agreement, PNG features ,etc.	1 Mark
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<b>Discourse</b>	<b>Discourse Specific Features</b>	<b>Marks allotted</b>	<b>Language Specific Features</b>	<b>Marks allotted</b>
<b>Letter</b>	Appropriate format/layout	2 Marks	Grammaticality(tense, aspect, agreement, PNG features ,etc.	2 Marks
	Using language appropriate to the context	2 Marks	Conventions of writing	1 Mark
	Expressing relevant ideas sequentially	2 Marks	Coherence – use of connectives and pronouns	1 Mark
<b>Essay</b>	Title , introduction /thesis statement	1 Mark	Grammaticality(tense, aspect, agreement, PNG features ,etc.	2 Marks
	Providing main ideas and supporting details (examples, quotations ,etc.)	2 Marks	Conventions of writing	1 Mark
	Maintaining the logical sequence of ideas	2Marks	Coherence – use of connectives and pronouns	1 Mark
	Giving appropriate conclusion/ending	1 Mark	-----	-----
<b>Biographical Sketch</b>	Presenting relevant details/ information of the person	2Marks	Grammaticality(tense, aspect, agreement, PNG features ,etc.	2 Marks
	Quoting anecdotes, reflections , thoughts and feelings	2Marks	Conventions of writing	1 Mark
	Maintaining the logical sequence of ideas	2Marks	Coherence – use of connectives and pronouns	1 Mark

## PERFORMANCE INDICATORS FOR MINOR DISCOURSES

### Common Features (for Notice/ Diary/ Message/ Poster/ Invitation)

<b>Discourse Specific</b>	:	layout/ design/ illustrations	1 Mark
Language Specific	:	Contextual relevance and coherence	1 Mark
Proper sentence structure / well-formedness, Brevity			1 Mark
Conventions of writing (Punctuation/spelling)			1 Mark

### Contextual relevance indicators under each discourse

1. Notice                      persuasive language / exhortation/invitation /appeal
2. Diary                        emotional reflections
3. Message                    element of emotive(personal)
4. Poster                      brevity , emotive language , conveying the message/  
Conception

(For all the minor discourses, 1 mark for discourse specific indicators and 4 marks for language specific indicators)

For other minor discourses , the features are common.

### Indicators for open ended questions

Contextual relevance and well formed sentences (If it 1 mark ½ mark each: If it is 2 marks 1 mark each).