

Syllabus 2025

ENGLISH PAPER- 2 (LITERATURE) Class 10

AIMS:

1. To develop and integrate the use of the four language skills i.e. listening, speaking, reading and writing for the purpose of effective communication.
2. To develop a functional understanding of the grammar, structure and idiom of the language.
3. To develop the capacity to read efficiently and access information effectively.
4. To develop an appreciation of good literature.
5. To experience, through literature, the thoughts and feelings of the peoples of the world.

Paper 2 : Literature in English (80 Marks)

Internal Assessment (20 Marks)

PAPER 2 - LITERATURE IN ENGLISH

(Two hours) - 80 Marks

Candidates will be required to answer questions based on the prescribed textbooks, which include Drama, Prose (Short Stories) and Poetry.

Drama and Prose (Short Stories)

Questions set will be central to the text. Candidates will be required to show that they have understood the passage and are able to clearly respond in their own words.

Excerpts may be given from the drama and prose texts leading to questions.

Poetry

A poem, or lines from poems, will be given and questions will be set to test the candidates' response. The questions will focus on the content, understanding and the personal response of candidates to the entire poem as a whole.

SYLLABUS TO BE COVERED IN CLASS X

1. **DRAMA:** *Julius Caesar: William Shakespeare* (Acts III, IV & V)
- II. **TREASURE CHEST: A Collection of ICSE Short Stories & Poems** (Evergreen Publications (India) Ltd. New Delhi)

PROSE (Short Stories):

1. *With the Photographer* – Stephen Leacock
2. *The Elevator* – William Sleator
3. *The Girl Who Can* – Ama Ata Aidoo
4. *The Pedestrian* – Ray Bradbury

5. *The Last Lesson* – Alphonse Daudet

POETRY:

1. *Haunted Houses* – H.W. Longfellow
2. *The Glove and the Lions* – Leigh Hunt
3. *When Great Trees fall* – Maya Angelou
4. *A Considerable Speck* – Robert Frost
5. *The Power of Music* – Sukumar Ray

NOTE: *The ICSE (Class X) Examination paper will be set ONLY on the portion of the syllabus that is prescribed for Class X.*

INTERNAL ASSESSMENT

PAPER 2. (Literature in English)

Schools will set, assess and record written assignments by the candidates as given below:

Class X : *Two or three assignments of reasonable length (not exceeding 1500 words in total).*

SUGGESTED ASSIGNMENTS

Assignments should be based on the prescribed textbooks on the following lines:

- (i) Character/thematic analysis;
- (ii) Socio-economic, cultural, historical relevance / background;

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- (iii) Summary / paraphrase.
- (iv) Appreciation of literary qualities.
- (v) Identifying with a character. Putting oneself in the place of a character in given circumstances and explaining one's actions.
- (vi) Imagine alternative outcomes or endings in a literary piece and the effect on all concerned.
- (vii) Making a graphic representation of a scene/story/poem.
- (viii) Assume the persona of one of the characters (from the play/ poem/story) and record a diary entry of a particular incident/episode.

EVALUATION

The assignments/projects are to be evaluated by the subject teacher and by an external examiner. (The

External Examiner may be a teacher nominated by the Head of the school, who could be from the faculty, **but not teaching the subject in the section/class.** For example, a teacher of English of Class VIII may be deputed to be an External Examiner for Class X, English projects.)

The Internal Examiner and the External Examiner will assess the assignments independently.

Award of Marks (20 Marks)

Subject Teacher (Internal Examiner) 10 marks

External Examiner 10 marks

The total marks obtained out of 20 are to be sent to the CISCE by the Head of the school.

The Head of the school will be responsible for the online entry of marks on the CISCE's CAREERS portal by the due date.

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INTERNAL ASSESSMENT IN ENGLISH LITERATURE - GUIDELINES FOR MARKING WITH GRADES

Grade	Understanding of Text (Narrative)	Examples from Text	Understanding of text- Interpretation and Evaluation	Appreciation of Language, Characterization	Critical Appreciation - Personal Response	Marks
I	The candidate demonstrates expertise in giving an appropriate account of the text, with well-chosen reference to narrative and situation.	The account is suitably supported by relevant examples from the text.	The candidate understands the text with due emphasis on interpretation and evaluation.	The candidate appreciates and evaluates significant ways (structure, character, imagery) in which writers have achieved their effects.	The candidate is able to effectively reflect personal response (critical appreciation) to the text.	4
II	The candidate demonstrates a high level of competence in giving an account of the text, with appropriate references to the narrative and situation.	The account is supported by examples from the text.	The candidate understands text with some emphasis on interpretation and evaluation.	The candidate appreciates and evaluates significant ways in which writers have achieved their effects.	The candidate is able to reflect a personal response to the text.	3
III	The candidate demonstrates competence in giving an account of the text with some reference to the narrative and situation.	The candidate understands the text and shows a basic recognition of the theme and can support it by a few examples.	The candidate recognizes some aspects of the text used by authors to present ideas.	The candidate recognizes some of the significant ways in which the writers have used the language.	The candidate is able to communicate a personal response, which shows appreciation.	2
IV	The candidate gives a broad account of the text with reference to the narrative and situation.	The candidate understands the basic meaning of the text.	The candidate relates the text to other texts studied.	The candidate recognizes differences in the way authors write.	The candidate communicates a straightforward personal response to the text.	1
V	The candidate is unable to demonstrate an understanding of the basic events in the text.	The candidate is unable to understand the text or support it with any examples.	The candidate is unable to relate the text to the other texts studied.	The candidate is unable to recognize the differences in the way authors write.	The candidate is unable to give a personal view of the text studied.	0