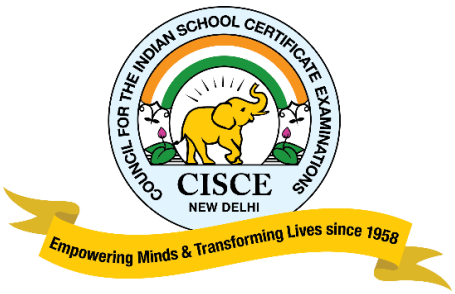
ISC

YEAR 2027

INDIAN SCHOOL CERTIFICATE EXAMINATION



ELECTIVE ENGLISH (850)

February 2025

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Council for the Indian School Certificate Examinations (CISCE)

MISSION STATEMENT

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ETHOS OF CISCE

- Trust and fair play.
- Minimum monitoring.
- Allowing schools to evolve their own niche.
- Catering to the needs of the children.
- Giving freedom to experiment with new ideas and practices.
- Diversity and plurality - the basic strength for evolution of ideas.
- Schools to motivate pupils towards the cultivation of:
  Excellence - The Indian and Global experience.
  Values - Spiritual and cultural - to be the bedrock of the educational experience.
- Schools to have an 'Indian Ethos', strong roots in the national psyche and be sensitive to national aspirations.

ELECTIVE ENGLISH (850)

Aims:

1. To provide candidates with a wider course in Elective English than offered in the compulsory English paper.
2. To expose candidates to a deeper knowledge and appreciation of literary works in English.

Classes XI & XII

There will be two papers in the subject:

Paper I - *Theory: 3 hours…… 80 Marks*

Paper II - *Project Work ……. 20 Marks*

PAPER I (THEORY): 80 Marks

Candidates will be compulsorily required to answer questions based on Prose, Drama and Poetry.

For both Class XI & XII:

- *There will be a choice between two of the prescribed novels*
- *There will also be a choice between two of the prescribed Drama (plays)*
- *The poems prescribed will however be compulsory.*

1. The questions in the paper will be broadly based on the following categories:

   (i) Prose

   (ii) Drama

   (iii) Poetry

   The question may be character-based, incident based, general broad based, theme based or require critical evaluation.

2. Students will need to study and have a knowledge of the following:

   (a) **<u>Prose and Drama</u>**

   (i) Life of the playwright and novelist and important events therein.

   (ii) Evaluation of characters and the roles played by them in the text.

   (iii) Description of each incident in the play or novel and its significance.

   (iv) Important themes and motifs of the text.

   (v) Relationships between characters and incidents.

   (vi) Patterns and nuances of the text.

   (vii) Fantasy and the supernatural.

   (viii) Stylistic and narrative devices.

   (ix) Students' personal response to and assessment of the novel/play.

   (x) Humour, pathos, tragedy, sarcasm and so on in the texts.

   (xi) The novel/play in the context of contemporary society.

   (b) **<u>Poetry</u>**

   (i) Different types of poems with their characteristics and features:

   - lyric
   - sonnet – both Petrarchan (Italian) and Shakespearean
   - ballad
   - elegy
   - blank verse
   - free verse

- narrative poetry
- pastoral poetry
- dramatic monologue
- romantic poetry

(ii) All literary devices in detail and how to recognize them:

- simile
- metaphor
- personification
- apostrophe
- alliteration
- assonance
- repetition
- irony
- imagery
- enjambment
- pun
- contrast
- climax and anti-climax
- onomatopoeia
- hyperbole
- oxymoron
- litotes
- symbolism

(iii) A thorough knowledge of the poets' lives and styles of writing.

(iv) Important themes of the poems.

(v) Patterns and nuances of the poems.

(vi) Fantasy and the supernatural if present in any poem.

(vii) Symbolism and Imagery.

(viii) How to write a proper Critical Evaluation / Appreciation, which must contain the following components:

- Life of the poet and how it has impacted his/her style of writing
- Autobiographical element in the poem
- Type of poem
- Setting
- Theme
- Mood and atmosphere
- Different levels of meaning in the poem, if any
- Rhyme scheme and its significance
- Symbolism
- Imagery
- Literary devices
- The student's own personal response to the poem.

Note: *Credit is given for textual detail and for the candidate's own response.*

Candidates are advised to exercise their options with great care, keeping in view their knowledge and understanding of the question(s) chosen. Candidates are also expected to be precise and to avoid unnecessary details.

Syllabus to be covered in Class XI

Prescribed Books

I. **Novel:** *Animal Farm* : George Orwell

OR

From Heaven Lake: Vikram Seth

II. **Drama:** *Twelve Angry Men*: Reginald Rose

OR

The Importance of Being Earnest: Oscar Wilde

III. Poetry: *Fireflies* (*A collection of poems*)

The following poets and poems are to be studied:

John Milton: Song on May Morning; When I consider how my light is spent (On His Blindness); From Paradise Lost; Book I – Satan's speech (lines 242-270); From Paradise Lost Book IX - Eve's lines (lines 733 – 785)

Percy Bysshe Shelley: England in 1819; To a Skylark; The Cloud ; Autumn: A Dirge

Thomas Hardy: Neutral Tones; The Man He Killed; The Going; The Convergence of the Twain

William Butler Yeats: *No Second Troy; Easter 1916; The Wild Swans at Coole; The Second Coming*

Wilfred Owen: *Arms and the Boy; The Last Laugh; Anthem for Doomed Youth; Mental Cases*

Dylan Thomas: Death Shall Have No Dominion, Poem in October; Fern Hill; Do not go gentle into that good night

Carol Ann Duffy: War Photographer; In Mrs Tilscher's Class; History; Mrs Midas

Syllabus to be covered in Class XII

Prescribed Books

I. Novel: *The Book Thief:* Markus Zusak

OR

The Namesake: Jhumpa Lahiri

II. Drama: *An Enemy of the People:* Henrik Ibsen

OR

Tughlaq by Girish Karnad

III. Poetry: ***Fireflies (A collection of poems)***

The following poets and poems are to be studied:

T.S. Eliot (American-English): The Love Song of J. Alfred Prufrock; Preludes; The Journey of the Magi

Maya Angelou (American): The Mothering Blackness, Still I Rise, Awaking in New York

Sylvia Plath (American): Mirror; Tulips; Pursuit

Gieve Patel (Indian): Post Mortem; On Killing a Tree; From Bombay Central; Squirrels in Washington

Sujata Bhatt (Indian – emigrated to USA in 1968): Search for My Tongue; The Stare; A Different History

Benjamin Zephania (British-Jamaican): What If; Faceless; We Refugees

Seamus Heaney (Northern Ireland - moved to the Irish Republic in 1972): Digging, Casualty, Whatever You Say Nothing

PROJECT WORK FOR CLASS XII

Project Work in Class XII is **to be assessed internally by the subject teacher and externally by the Visiting Examiner** appointed locally and approved by CISCE.

The candidates will produce original, creative, critical/ analytical, insightful perspectives on any **ONE** text (novel/ poetry/ drama – to be taken only from the syllabus to be covered in Class XII) that they have chosen to study.

Candidates will be required to produce **ONE written assignment** (1000 to 1500 words).

The written assignment should be organised in the following manner:

1. The title of the assignment should be in the form of a question that allows the candidate to explore and critically analyse the specified text(s).
2. The assignment should follow the structure given below:
   - An introduction that states the reason for choosing that particular topic/ question and text. Teachers could assist by suggesting a list of questions.
   - A brief description of the methods adopted – what did the candidate do to answer the research question?
   - Results – What was the answer to the question? What were the candidate's findings?
   - Conclusion – A brief discussion on the significance of the project and the candidate's own perspective / views on the question.
   - Candidates should include a bibliography that mentions ALL the material that they referred to.

Note: The text/texts that is/are analysed should be chosen from the prescribed syllabus for grade XII.

EVALUATION

Marks (out of a total of 20) should be distributed as given below:

1.	Internal Assessment by the Teacher*	10 Marks
2.	External Evaluation by the Visiting Examiner **	10 Marks
TOTAL		**20 Marks**

***Internal Assessment Criteria for the Written Assignment by the Teacher:**

Assessment Criteria		**Candidates should be able to:**	**Marks**
1.	Process	Identify the topic. Plan a detailed written assignment. Produce a written outline.	3
2.	Understanding, Application of Knowledge and Analysis	Use a range of literary aspects such as plot, setting, characters, action, style and ideas in order to present an organized and well-structured complete assignment.	4
3.	Presentation	Prepare the document (overall format: headings, sub-headings, paragraphing) writing within a word limit of 1000 - 1500 words and provide a separate title page.	3
TOTAL			**10**

****External Evaluation by the Visiting Examiner:**

Assessment Criteria		Candidates should be able to:	Marks
1.	Presentation	The project should adhere to the word limit of 1000 to 1500 words. The document should have: - a title page stating the topic/ question - an introduction, - appropriate headings and sub-headings - a well worded conclusion that ties together all the main points made an acknowledgement of all sources of information/ references in a proper format	4
2.	Content knowledge	- Give an interesting introduction that presents a clear explanation and scope of topic - present information in a cohesive well structured manner - display a knowledge of topic by referring to other sources - sum up main points in conclusion	6
TOTAL			**10**

List of suggested assignments for Project Work:

1. How do the plot, setting, characters, action and stylistic techniques contribute to the evolution of a successful literary work? What in your opinion constitutes a 'relevant' text?
2. Compare a prescribed text to another text of the same genre on a similar topic that you have read. What are the interesting similarities /dissimilarities that you have discovered?
3. In what ways would a text of your choice be different if it were set in another era?
4. If you were given an opportunity to make changes in the text chosen by you, what would they be? Discuss in detail why you think these changes would make it more appealing and engrossing.
5. If you could choose a character from a text as your alter ego, who would it be and why? Would you like to change the responses that were made by the character to the events in the plot? Give your reasons for the same.

Note: No Question Paper for Project Work will be set by CISCE.