

## **Annual Assessment 2024**

**Subject: English**

**Class: 8**

### **Assessment guidelines for conducting annual examinations 2024 for the secondary level education institutions**

- 1) The annual assessment of classes 6, 7, 8, and 9 will be done through written examinations based on the National Curriculum 2022 of NCTB.
- 2) The annual assessment format for the classes 6, 7, 8, and 9 will comprise both summative and continuous assessment.
- 3) Out of 100 marks allocated for the assessment of each subject the summative assessment will carry 70% weightage while the continuous assessment will carry the rest 30%.
- 4) For each subject, the annual summative assessment will be carried out through a written examination of 100 marks. The marks obtained out of 100 marks written examination will be converted to 70 marks and, these marks will be combined with the marks obtained from the continuous assessment having 30 marks to calculate the subject-wise result out of a total of 100 marks.
- 5) a) The continuous assessment as outlined in the subject-wise guidelines must be completed in each education institution before the annual examination.  
b) All records of students' performances in the continuous assessment must be gathered and stored properly.  
The subject-wise guidelines for conducting continuous assessments must be followed properly.
- 6) The total time allocated for conducting the summative examination including the objective part will be 3 hours.
- 7) The subject teachers will develop the question papers for the subjects they teach following the sample questions provided by the Ministry of Education for conducting annual examinations while ensuring due level of confidentiality.
- 8) The Heads of concerned institutions in collaboration with the subject teachers will take the required measures for conducting annual examinations and ensure due level of confidentiality.
- 9) Teachers who develop the questions/test items are also responsible for providing the sample answers to the open ended and/or more subjective type test task.
- 10) The schools will provide answer scripts for students to write their answers in the summative examinations. However, no separate OMR sheets/answer scripts will be provided for the objective items. Students will have to write the answers to the objective items in their answer scripts.
- 11) Assessments for the specialised subjects under Madrasah and Vocational streams will be held in the same method as they were conducted before.
- 12) Assessments of all subjects of class 10 will be held in the same method as they were conducted before.

**Subject-wise guidelines for conducting annual summative assessments for the academic year 2024**

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**Subject: English**

**Class: 8**

**(a) Guidelines for developing questions**

1. Questions should be based on the competencies/skills and knowledge focused in the experiences of the NCTB textbooks as prescribed by the syllabus outlined in this guideline.
2. Questions on reading and grammar must be set from the unseen texts which should be similar to the relevant texts given in the textbooks in terms of level of difficulty, genre and style.
3. Tasks for writing part need to be set considering the type of writing students have done in the classroom. However, no writing tasks/topics should be copied from the textbook while setting questions.
4. Question setters need to provide the sample answers and rubrics for marking the essay type/open ended writing tasks.

**(b) Syllabus for annual examination 2024**

<b>Experience</b>	<b>Title</b>	<b>Pages</b>
6	<b>Introducing Someone Formally</b>	<b>79-95</b>
7	<b>A Hole in the Fence</b>	<b>96-116</b>
8	<b>Life in the Woods</b>	<b>117-137</b>

**(c) Assessment format**

Learners will be assessed on both continuous and summative assessments. However, the formative and summative parts of assessment will carry the weightage as shown below-

<b>Continuous</b>	<b>Summative</b>
30%	70%

**(d) Continuous assessment: Task type and marks distribution**

Teachers must give prior notifications to students explaining the details of when and how the continuous assessments will be conducted. Teachers must select the mentioned items for CA from the given syllabus. The concerned teachers also have to keep a record of students' performances in various Continuous Assessment tasks and compile the final grades for the Continuous Assessment part obtained by each student by the end of the year.

Name of Items/Tasks	Marks allocated
Home work: As specified by the teacher	10
Classwork (individual or group works, completing tables/charts/flowcharts etc. as given in the relevant Experiences (see the syllabus in section B) of the textbook	10
Project work/Assignments as specified in the relevant Experiences (see the syllabus in section B) of the textbook	10
<b>Total</b>	<b>30</b>

**(e) Summative assessment: Task type and marks distribution**

**Type of Examination: Written**

**Full Marks: 100**

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Skills/Competencies covered	Type of Test Tasks/Items	Number of Items	Total marks
Reading (20 marks)	MCQ	5	1x5 = 5
	Short answer questions	5	2x5 = 10
	True/False	5	1x5 = 5
	Matching	5	1x5 = 5
Appreciating literary text (Poem) (20 marks)	Summary writing	1	5x1 = 5
	Identifying metaphors in a given poem	5	2x5 = 10
Grammar (30 marks)	Using cohesive device	5	2x5 = 10
	Right forms of verb	10	1x10 = 10
	Using non finites	5	1x5 = 5
	Using time adverbials	5	1x5 = 5
Writing (30 marks)	Writing CV	1	10x1 = 10
	Writing paragraph	1	10x1 = 10
	Writing formal letter	1	10x1 = 10
<b>Total</b>			<b>100</b>

**N.B.** Question setters may include alternative items of similar nature and level of difficulty to give options for the candidates to choose from. Thus candidates will have the flexibility to choose any one out of the three tasks.

(f) **Sample question for the written test as per the prescribed format**

**Annual Summative Assessment-2024**

**Sample Question**

**Subject: English**

**Class: 8**

**Time: 3 hrs**

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**Marks: 100**

**Part A: Reading**

**1. Read the following story and answer the questions that follow:**

**The Wise Merchant and the Golden Grain**

Once in a small village in Korea, there lived a wise and kind-hearted merchant named Chulsoo. He was known for his generosity and fairness. Chulsoo had a younger brother named Hyunsoo, who was greedy and selfish. While Chulsoo worked hard to trade goods and help the villagers, Hyunsoo spent his days lounging and scheming how to get rich without effort.

One day, Chulsoo received a rare golden grain from a traveler as a token of appreciation. The traveler told him that the grain had magical powers and would bring prosperity to whoever planted it with good intentions. Chulsoo, being wise, decided to plant the grain in his garden. He took care of it with great dedication, and soon, a magnificent golden tree grew in his garden. The tree bore fruits that turned into gold coins when they ripened. Chulsoo used the wealth to help the poor and improve the village, earning the love and respect of everyone.

When Hyunsoo heard about the golden tree, he became envious. He demanded that Chulsoo should give him the tree, but Chulsoo refused, explaining that the tree only grew because it was nurtured with kindness. Determined to have the tree, Hyunsoo sneaked into the garden one night and dug up the tree to plant it in his own yard. However, the next morning, the tree had withered and died. No matter how hard Hyunsoo tried, the tree wouldn't grow again.

Realizing his mistake, Hyunsoo went to his brother, ashamed and apologetic. "Forgive me, brother," he said, "I was blinded by greed." Chulsoo embraced his brother and said, "Greed destroys, but kindness heals. Let's work together from now on." From that day for, the two brothers lived in harmony, and the village prospered.

**A. Choose the best answer from the alternatives:**

**1x5=5**

- i) He was known for his generosity and fairness. What is the opposite word of the underlined word?
  - a) self-seeking
  - b) kind
  - c) benevolent
  - d) lavish
- ii) What happened when Chulsoo planted the golden grain?

- a) It disappeared.
  - b) It grew into a golden tree.
  - c) It turned into gold coins.
  - d) It withered and died.
- iii) How did Hyunsoo react when he heard about the golden tree?
- a) He was happy for his brother.
  - b) He ignored it.
  - c) He became envious.
  - d) He decided to plant his own tree.
- iv) 'Realizing his mistake, Hyunsoo went to his brother, ashamed and apologetic.'  
What is the closest meaning of the underlined word?
- a) sympathetic
  - b) argumentative
  - c) remorseful
  - d) disgraceful
- v) What lesson did Hyunsoo learn at the end of the story?
- a) Greed destroys, but kindness heals.
  - b) Hard work pays off.
  - c) Money is the key to happiness.
  - d) Family is not important.

**B. Write answers to the following questions**

**2x5=10**

- a) Why was Chulsoo respected by the villagers?
- b) What did the golden tree symbolize in the story?
- c) How did Hyunsoo feel after the golden tree withered and died?
- d) What did Chulsoo say to his brother when he asked for forgiveness?
- e) How did the relationship between the two brothers change at the end of the story?

**2. Read the text about a peaceful morning and answer the questions that follow:**

The morning was serene and calm. The first rays of sunlight gently touched the dew-covered grass, making them glisten like tiny diamonds. Birds chirped harmoniously, filling the air with their melodious tunes. A cool breeze whispered through the trees, rustling the leaves softly. The village river, flowing quietly, mirrored the clear blue sky above. People were slowly starting their day, some heading towards the fields while others were opening their shops. The distant sound of a temple bell added a sacred touch to the peaceful atmosphere. Everything seemed in perfect harmony as if nature itself was at peace.

**a) Read the statements and write whether they are true or false. If false, give the correct answer.**

**1x5=5**

- i) The first rays of sunlight made the river sparkle like diamonds.
- ii) The birds chirped harmoniously, creating a noisy atmosphere.
- iii) The village river mirrored the clear blue sky above.
- iv) People were rushing to start their day.
- v) The distant sound of a temple bell added to the chaos of the morning.

**b) Read the text again and match the things in column A with their characteristics in column B.**

**1x5=5**

Column A (Things)	Column B (Characteristics)
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a) Dew-covered grass	i) Peaceful atmosphere
b) Birds	ii) Tiny diamonds
c) Flowing river	iii) Clear blue sky
d) Temple bell	iv) Melodious tunes
e) Morning	v) Sacred touch

c) Read the text again and write the summary of the text in your own words. The following points must be mentioned in writing your summary. **5**

- Focus on main idea
- Use of own words
- Keep it brief
- Maintaining the original meaning

3. Here is a part of the poem ‘Ode to the West Wind’ by Percy Bysshe Shelley. Read it and identify the metaphors used in the poem. Use the following table to complete the activity. **2x5=10**

**Ode to the West Wind**  
**Percy Bysshe Shelley**

Make me thy lyre, even as the forest is:  
What if my leaves are falling like its own!  
The tumult of thy mighty harmonies

Will take from both a deep, autumnal tone,  
Sweet though in sadness. Be thou, Spirit fierce,  
My spirit! Be thou me, impetuous one!

Drive my dead thoughts over the universe  
Like withered leaves to quicken a new birth!  
And, by the incantation of this verse,

Scatter, as from an unextinguished hearth  
Ashes and sparks, my words among mankind!  
Be through my lips to unawakened Earth

The trumpet of a prophecy! O Wind,  
If Winter comes, can Spring be far behind?

Line of the poem	Comparing Person/thing	Metaphor (Compared to)	Reason to use the metaphors

**Part B: Grammar– 30 Marks**

**4. Read the following passage and identify five cohesive devices used in the text, and analyze the purpose of using them in the sentences. Use the table below to complete the activity. 2x5=10**

Trees are a vital part of our environment. They have, in fact, great impacts on the climate. But we are not kind and careful about them. Rather, we destroy trees at random. As a result, one day the country will bear the consequences of the greenhouse effect. Since ours is an agricultural country, our economy depends largely on agriculture. Moreover, trees play a vital role in our climate. Besides, trees keep soil strong and protect it. After that, trees save us from floods and many other natural calamities. Furthermore, trees provide us with timber which is of great use, especially in construction works and making furniture. Thus, trees are our best friends.

Cohesive Device	Purpose of using it
1.	a)
2.	b)
3.	c)
4.	d)
5.	e)

**5. Complete the following text by using right form of verb. 1x10=10**

Self-study is a method of learning where students take charge of their own studying outside of the classroom, without direct supervision. This (a) ——— (allow) the student to take control of how, what, when, and where they (b) ——— (learn). This method of studying (c) ——— (be) preferred by independent learners because they can take learning into their own hands. They (d) ——— (assess) what information they need, find the resources to (e) ——— (complementing) their learning, and complete their assessments at their own pace. Anyone can (f) ——— (incorporate) self-studying in their own learning practice, not just independent learners. Self-studying is also quite useful for anyone who may not have the time to (g) ——— (enroll) in formal courses, or cannot travel to institutions for those courses. Self-study helps (h) ——— (building) a student's confidence in learning. (i) ——— (Manage) one's time and priorities helps make self-studying more effective. Students are (j) ——— (allow) to be self-motivated and less reliant on teachers to direct how and when they should study. With their autonomy, students learn to plan and become persistent with their studies thoughtfully.

**6. Here is a story of Maria. There are some gaps in the story. Now fill in the blanks with appropriate non-finite verbs (Gerund, participles and infinitive). 1x5=5**

Maria was determined \_\_\_\_\_ (to finish/finishing) her project before the deadline. She knew that \_\_\_\_\_ (to manage/managing) her time well was crucial. After \_\_\_\_\_ (to plan/planning) her schedule carefully, she began \_\_\_\_\_ (to work/working) on the most challenging tasks first.

While \_\_\_\_\_ (to complete/completing) the initial stages, Maria realized she needed some help. She called her friend, Sujon, \_\_\_\_\_ (to ask/asking) for advice. Sujon suggested \_\_\_\_\_ (to break/breaking) the project into smaller, more manageable parts.

Maria found this advice helpful and decided \_\_\_\_\_ (to follow/following) it. As she continued \_\_\_\_\_ (to work/working), she felt more confident. By the end of the day, she was able \_\_\_\_\_ (to see/seeing) significant progress, which motivated her \_\_\_\_\_ (to keep/keeping) going.

**7. Read the following sentences and identify time adverbials. Then write new sentences using the same adverbial for each. 1x5=5**

Yesterday, Rafiq went to the market in the morning to buy fresh vegetables. Every Friday, he visits the market early to avoid the crowds. Last week, he couldn't go because of the heavy rain, but he made sure to go this week. Later that day, he prepared a special dinner for his family. Next weekend, they plan to visit his grandparents in the village.

### **Part C: Writing**

**For questions 8-10 learners should strictly follow the textbook to develop their writing on different issues.**

8. A reputed social service organization named Green Friends is willing to appoint some skilled and qualified gardeners for their ongoing project. They want eligible and sensible co-mates with SSC and 2 years of working experience in this field who will facilitate and support all aspects of gardening in the project.

**If you think you are a suitable and qualified candidate for this post, write a CV for the job. m.facebook.com/RatanBasicEnglish 10**

The following points must be mentioned in your CV.

- create a header with contact information
- include career objectives
- provide educational details
- provide your relevant skills
- describe your personal information and personal attributes
- give 2 references

**9. Read the story below. Try to assume the topic of the story. Then complete the activity that follows. 10**

In the social system of Bangladesh, children have to depend upon their parents and family members for their well-being. The state cannot ensure completely their basic needs and social security. Children are the most unprotected, vulnerable, and weak segment of society. Child marriage is a perennial problem. Though it's a global problem it is more alarming for Bangladesh. It is treated as a massive violation of girl's rights because due to early marriage, they cannot continue or complete their education. Child marriage is such a problem that can pose a threat to the whole society. In most of the cases, girls are victims of child marriage. Due to poverty and illiteracy parents especially in rural areas think economically girls are a burden for the family and to reduce the burden of the family arrange child marriage. As the mental faculties of the children are not mature enough they cannot realize the consequences of child marriage, rely on their parents, family and other relatives and they think that child



marriage will be a benefit for them. Parents inspire early marriage from the fear that the amount of dowry will be high with the age of their daughters.

One of the major causes of the rapid increase in population in Bangladesh is early marriage. It has adverse health, intellectual, and psychological impacts and it also causes dropout from school. Marriage in an early age has the risk of sexually transmitted diseases, unintended pregnancy, delivery of low birth weight babies, and maternal and child death. It destroys a girl physically and mentally.

**Now, write a paragraph on ‘The cause and effects of early marriage in Bangladesh’ in 150 words.**

Here are some thought-provoking questions on early marriage that you may use to write the paragraph.

- What are the primary factors of early marriage in Bangladesh?
- What are the problems with early marriage?
- How does early marriage affect the mental and emotional well-being of young girls?
- How to stop early marriage?

**10. Suppose you are Ratul. You have been shortlisted in the Creative Writing category of the National Education Week competition this year. In this case, you will need a forwarding letter.**

**10**

**Now write an application/ a letter to the Head Teacher of your school asking for a forwarding letter.**

**Your writing must include the basic criteria of a formal letter.**

**(g) Answers to the objectively marked questions**

1.A

i) a

ii) b

iii) c

iv) c

vi) a

1. B

- a) Chulsoo was respected by the villagers for his kindness and fairness.

2. A

- i) False; The first rays of the sunlight made the grass sparkle like diamonds.
- ii) False; The birds chirp harmoniously, creating melodious tune.
- iii) True
- iv) False; People were starting their day slowly
- v) False, The distant sound of the temple bell added sacred touch to the morning.

**(h) Rubrics for marking item no 8: Writing a CV**

CATEGORY	4	3	2	1
<b>Career objectives</b>	Detailed objectives written with no errors.	Detailed objectives written with few errors.	A few objectives written with few errors.	Objectives are not clear.
	6	4	3	2
<b>Other information and format</b>	All expected information are provided with clear format.	Some expected information are provided with clear format.	Few expected information are provided with clear format.	Information and format seem inconsistent.

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### Rubrics for marking item no 9 : Writing a paragraph

CATEGORY	4	3	2	1
Title, topic sentence and concluding sentence	Title, topic sentence and concluding sentence are written properly	Title is ok but the topic sentence and concluding sentence are not clear with their purposes	Title is ok but the topic sentence and concluding sentence are not clear with their purposes, and text contains errors.	One of these is missing (title, topic sentence, concluding sentence)
	6	4	3	2
<b>Body</b>	Ideas are expressed in a clear and organized fashion. It is easy to figure out what it is about. Cohesive devices are used properly.	Ideas are expressed in a pretty clear manner but the organization could have been better. Cohesive devices are used properly.	Ideas are somewhat organized, but are not very clear. It takes more than one reading to figure out what it is about.	The paragraph seems to be a collection of unrelated sentences. It is very difficult to figure out what it is about.

### Rubrics for marking item no 10: Writing a formal letter

CATEGORY	4	3	2	1
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<b>Salutation, Closing and Format</b>	Salutation and closing and the use of formal tone, and proper format. (have no errors)	Salutation and closing and the use of formal tone, and proper format. (have 1 error)	Salutation and closing and the use of formal tone, and proper format. (have 2 errors)	Salutation and closing and the use of formal tone, and proper format. (have more than 2 errors)
	6	4	3	2
<b>Body</b>	Ideas are expressed in a clear and organized fashion. It is easy to figure out what the letter is about.	Ideas are expressed in a pretty clear manner but the organization could have been better.	Ideas are somewhat organized, but were not very clear. It takes more than one reading to figure out what the letter is about.	The letter seems to be a collection of unrelated sentences. It is very difficult to figure out what the letter is about.

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