

BDP / BCA / BTS
Term-End Examination
February, 2021

FEG-2 : FOUNDATION COURSE IN ENGLISH-2

Time : 2 hours

Maximum Marks : 50

Note : Answer *all* questions.

1. Write a composition in about 350 words on any **one** of the following : 20
- (a) One cannot demand respect but one can command it.
 - (b) The younger generation must develop reading habits.
 - (c) Spending more time on social networking leads to waste of precious time.
 - (d) The teaching profession demands intelligence and aptitude
2. Write a paragraph in about 200 words on any **one** of the following : 10
- (a) The festival that I love to celebrate the most
 - (b) The benefits of walking daily
 - (c) My ideal friend
 - (d) The role of teachers in our lives

3. Write a letter to the civic authorities describing the menace of stray dogs in your colony. 10

OR

Write a letter to the head of your institution requesting permission to organise a half marathon to spread the message of keeping fit. 10

4. Read the following passage and make notes in an appropriate format. Give it a suitable title. 5+5

Teachers and other education professionals spend a lot of time testing, evaluating and assessing students. Sometimes this is to measure the students' abilities to see if they can enter a course or institution. Sometimes it is to see how well they get on. Sometimes it is because the students themselves want a qualification. Sometimes this assessment is formal and public, and sometimes it is informal and takes place in day-to-day lessons.

We can make a difference between summative and formative assessment. Summative assessment, as the name suggests, is the kind of measurement that takes place to round things off or make a one-off measurement. Such tests include the end-of-year tests that

students take or the big public exams which many students enter for.

Formative assessment, on the other hand, relates to the kind of feedback teachers give students as a course is progressing and which, as a result, may help them to improve their performance. This is done at a micro level every time we indicate that something is wrong and help students to get it right, but can also take place when teachers go through the results of progress and achievement tests. The result of such formative assessments could well, in certain circumstances, suggest that the teacher change the focus of the curriculum or the emphasis he or she is giving to certain lesson elements. Formative assessment, in other words, means that teachers as well as students may have to change and develop. It is perhaps because of this that many teachers are not keen on adopting a rigorous approach to formative testing, quite apart from the fact that in many institutions such ongoing modification is not encouraged.

However, it is worth remembering that handing back any piece of assessed homework or progress test presents teachers and students with ideal learning opportunities — opportunities

which will be wasted if the work is immediately put away, rather than being used as a vehicle for development.

There are various reasons for testing. One of the reasons is the placement test which facilitates placing students in the right class at the right level. Usually based on syllabuses and materials the students will follow and use once their level has been decided on, these test grammar and vocabulary knowledge and assess students' productive and receptive skills. Some schools ask students to assess themselves as part of the placement process, adding this self analysis into final placing decision.
