# ICSE

YEAR 2027

# INDIAN CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

# MASS MEDIA & COMMUNICATION (90)

February 2025

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# Council for the Indian School Certificate Examinations (CISCE)

## MISSION STATEMENT

***The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence.***

## 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.

# CLASS X

*There will be one written paper of two hours duration carrying 100 marks and Internal Assessment of 100 marks.*

## THEORY – 100 Marks

**1. Communication**

(i) Principles of Communication

*A brief understanding of the following, with examples: irreversible, multi-purpose, interactive, Transactional, Punctuated.*

(ii) Barriers/Noise in Communication

*A brief understanding of the types of barriers in communication, with examples: Physical, Psychological, Semantic, Organizational, Cultural.*

(iii) Overcoming the barriers/noise in Communication

*Understanding the audience and the context; Selection of the appropriate communication channel; use of appropriate language; formulation of the message according to the specific objectives; message must be coherently structured; ensure proper feedback and feed forward.*

*A brief understanding of the above with examples.*

(iv) Effective Communication – 7Cs

*A brief understanding of the 7Cs of Communication: Clarity, Conciseness, Concreteness, Correctness, Coherence, Completeness, Courtesy.*

**2. Print Media and Design**

(i) Anatomy of a Newspaper and Magazine.

*A brief understanding of: Page layout, Visual weight, types of pages, order of pages, use of Ads, use of images, white space and lines, eye movement, position of hard and soft news, headings and font sizes.*

(ii) Elements of a Newspaper

*A brief understanding with examples of: Masthead, Teaser, Headline, Banner, Byline, Lead/intro, Lead photo, Caption.*

*Imprint line and advertisements.*

(iii) Principles of Design

*A brief understanding of Balance, Proportion, Sequence, Unity, Repetition and variety and Emphasis, with examples.*

(iv) Concepts of Page making

*A brief understanding of page weighting, use of space, colour and typography with examples.*

**3. Photography**

(i) Importance of photography in Newspapers and magazines.

*Importance of photography in creating a picture of the story, educating, entertaining, drawing attention, and balancing the page.*

(ii) Photo Editing

*Perspective; composition: the rule of thirds; cropping; colour correction: brightness and contrast; Image file formats: BMP, JPEG, PNG, TIFF*

*A brief understanding of the above with examples.*

**4. Television**

(i) A brief history of Television (globally).

*Eras of television broadcasting to be studied briefly:*

*Black and White: John Baird (creator of television and early contributions), first transmission (America 1928 and BBC transmission), World War II (halt of television production); Cathode ray and mechanical scanning, first television station (location, name and impact).*

*Colour: First colour television (initial impact), Baird's improvement (use of scanning disks), Peter Goldmark (introduction of electromechanical system), first colour programs (early program types, impact), compact television (success and impact).*

*Digital: Switch from analog to digital (initial reception and impact), HDTV, NTSC and PAL (Brief understanding, resolutions and distinction).*

(ii) Characteristics of Television.

*An understanding of television as a medium: audio-visual medium; live medium; mass medium; domestic medium; transitory medium and expensive medium.*

(iii) Types of Television.

*A brief understanding of different types such as:*

- *CRT, Plasma, LCD, LED and OLED,*
- *SD, HD & UHD*
- *Smart TV*

(iv) Television Broadcasting in India.

*Television broadcasting in India from 1959 to present times to be done briefly.*

(v) Types of Television Broadcasting

*A brief understanding of different types of television broadcasting such as: terrestrial, cable, satellite/DTH, IPTV and online broadcasting.*

**5. Integrated Marketing Communications- IMC**

(i) A brief understanding of IMC; benefits of IMC.

*Self-explanatory.*

(ii) Direct Marketing.

*Definition of direct marketing; Marketing Mix – 4 Ps: a brief understanding of Product, Price, Promotion and Place.*

(iii) Internet Marketing.

*Definition; Internet as an IMC tool; Interactivity; Advantages and disadvantages of internet marketing.*

(iv) Sales Promotion.

*Definition; types: consumer oriented and trade oriented; uses of Sales Promotion.*

(v) New ways of Advertising.

*Cross promotions, covert advertising and merchandise.*

(vi) Public Relations.

*Definition; Role of Public relations: build a brand image, prepare feedback which allows for improvement, generate goodwill, evaluate and monitor media tools, aid in advertising and sales promotion, crisis management.*

(vii) Difference between Public relations and Advertising.

*A brief understanding.*

**Note: Case studies may be used to develop a better understanding of the above concepts.**

## INTERNAL ASSESSMENT – 100 Marks

Candidates will be required to do a minimum of **four** assignments during the year, as assigned by the teacher.

**Suggested list of assignments:**

1. Create a documentary on the evolution of cameras. The documentary must include narration, at least one interview, still images of the sample cameras, footage of various cameras in action and samples of the photographs created by each camera. Total screen time not including credits must be at least ten minutes. This may be done individually or as a team.
2. Create a power point presentation with the goal of trying to sell a product. Slides must be neat and properly formatted. The presentation must explain what the product is, why the consumer should buy it, why it is better than the competition and how to get hold of it. The presentation must have at least one video clip.
3. Create a Blog about your city. The blog must contain both recent as well as old images. Changes in the city over the years, popular sites, population density, cost of living, general living conditions and future prospects must be mentioned. The blog must contain at least 600 words. Any free blog site may be used to create this, but the blog must be available for online viewing.
4. Create a simple four-page newspaper. The first page must contain one main story and two human interest stories. The second page must contain advertisement as well as economic information such as the stock market and home loans. The third must contain a sports section. The final page must contain an entertainment section

including celebrity gossip, movie reviews, games, jokes and puzzles. Images must be balanced across the page. All stories must have heading, and sub-headings are suggested. The newspaper may be in grey scale for the sake of convenience as well as printed on an A4 sheet.

5. Create a Radio program. The total duration of the program should be within 20 to 30 minutes. The program must contain a jingle, at least three advertisements, no more than 10 minutes' worth of songs, a short interview with a teacher/student authority, song requests and at least one public service announcement. All songs played during the program must be of the same genre and care must be taken to avoid mature content.
6. Design and distribute questionnaires (survey) to selected students of lower classes. Statistical data must be collected based on average happiness of students per class, favourite subject, largest class, average marks per class, number of students who prefer academics, number of students who prefer extra-curricular activities, percentage of students who live far from school and percentage of each faith followed. This data will then be presented in the form of a series of pie charts. There must be 20 students in the test group and no more than three must be of the same class.
7. Develop a survey tool to understand TV watching habits of people in your neighbourhood/school. Get at least 25 survey forms filled. Analyse the data and present your findings.

## EVALUATION

The assignments/project works 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 Mass Media & Communication of Class XI may be deputed to be an External Examiner for Class X projects.

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

| **Award of marks** | **(100 Marks)** |
|---|---|
| Subject Teacher (Internal Examiner): | 50 marks |
| External Examiner : | 50 marks |

The total marks obtained out of 100 are to be sent to CISCE by the Head of the school.

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

# INTERNAL ASSESSMENT IN MASS MEDIA & COMMUNICATION - GUIDELINES FOR MARKING WITH GRADES

| Criteria | Preparation | Procedure | Observation | Inference | Presentation | Marks |
|---|---|---|---|---|---|---|
| Grade I | Excellent choice of Topic, good research, visually pleasing (or audio), proper format followed. | Originality and relevance; creative, rational and structured thinking; good questionnaire. | Proper format followed, understandable to all ages, correct flow of image and audio. | Information fitted correctly to format; work indicates understanding, good comprehension of subject. Images and text neat and clear. | Methodical, precise and clear expression; neat and tidy presentation; optimum utilisation of skills. | 4 marks for each criterion |
| Grade II | Relevant choice of topic; Relevant audio and visual; adequate research. | Originality and structured thinking; adequate framing of questions; good insight. | Able to follow format, but not precisely; able to grasp information; independent survey. | Can format and grasp information correctly; subject matter shows adequate comprehension. Images and text are in correct format. | Work neat and tidy and clearly presented; methodical and appropriate techniques used. | 3 marks for each criterion |
| Grade III | Adequate choice of topic; some idea of what to study; some information gathered. | Records information correctly but lacks originality; independent framing of questions. | Assistance required in presenting, recording and arranging subject matter; can conduct survey. | Requires some assistance to relate data to audio/visual display; able to arrange images and text. | Reasonably clear but work disorganized in places; untidy fonts/borders used, mild clutter. | 2 marks for each criterion |
| Grade IV | Topic selected but continuous assistance required for collection of information. | Unable to create or edit a project; requires assistance to prepare questionnaire.<br>Audio and visuals are substandard. | Tends to make mistakes in organizing data; some ability to conduct survey. Mistakes in editing. | Assistance required in order to grasp the relevant and validity of information; tends to make errors. | Sequence of work acceptable but not very neat; poor presentation. | 1 mark for each criterion |
| Grade V | Lack of perception of the subject and objective; lack of effort. | Not able to comprehend concept of a topic; unable to prepare questionnaire even with assistance; no video or audio collected. | Faulty survey and mistakes in data; not able to proceed even with assistance. | Cannot process results; faulty conclusions in spite of assistance provided. | Presentation untidy and disorganised; effort and initiative lacking. | 0 marks for each criterion |