ICSE

YEAR 2027

INDIAN CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

MODERN FOREIGN LANGUAGES

GROUP- III

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.

MODERN FOREIGN LANGUAGES

(Under Group – III)

Candidates opting for a Modern Foreign Language as a Group III subject may not opt for the same language under Modern Foreign Languages as a Group I and Group II subject.

Papers will be set in **French (53)**, **Spanish (54)**, **German (55)** and other foreign languages on request.

Aims:

1. To appreciate the language as an effective means of communication, particularly the spoken language.
2. To acquire knowledge of the elements of the language.
3. To develop an interest in the language.
4. To understand the language when spoken at normal conversational speed.
5. To understand the basic structural patterns of the language, the vocabulary and constructions.

CLASSES IX AND X

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

THEORY – 100 Marks

All questions will be compulsory.

Question 1: Candidates will be required to write, in the language, one short composition of 250 words approximately, that may include short explanations, directions, descriptions or narratives. There will be a choice of subjects that will be varied and may be suggested by language or other stimuli such as pictures or objects.

Question 2: Candidates will be required to write a letter of approximately 150 words from a choice of two subjects. Suggestions may be given. The layout of the letter, with address, introduction, conclusion, etc. will form part of the assessment.

Question 3: One short passage will be set for translation from the language into English.

Question 4: An unseen passage of about 150 words will be given in the language. Questions in the language will be set, to be answered in the language, designed to test the candidate's understanding of the context of the passage.

Question 5: There will be a number of short answer questions to test the candidate's knowledge of functional grammar, structure and usage of the language.

Suggested textbooks for French:

1. Point de Depart – Herbert F. Collins, Mac Millan
2. En Avant- Herbert F. Collins, Mac Millan
3. Allons Redecouvrir le Francais – A Mugve

INTERNAL ASSESSMENT – 100 Marks

Candidates will be required to complete a minimum of **five** assignments each for Classes IX and X as assigned by the teachers.

The assignments should cover the following areas:

1. Creative writing.
2. Aural comprehension.
3. Oral.
4. Research projects.

Suggested Assignments

Creative Writing: Students are to write short compositions the stimuli being:

(i) a piece of recorded music;

(ii) a recorded series of sounds;

(iii) a picture/photograph;

(iv) an opening sentence or phrase;

(v) a newspaper/magazine clipping or report;

One piece of factual writing which should be informative or argumentative; one piece of expressive writing which is descriptive and imaginative; preparation of a film/book review.

Oral: Prepared speech/ declamation; impromptu speech / debate / discussion; report / interview; elocution; role-play / general conversation on selected topics.

Aural: Listening to a conversation/talk/reading of a short passage and then writing down the relevant or main points in the specified number of words and answering the given questions.

EVALUATION

The assignments/project work 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 Language of Class VIII may be deputed to be an External Examiner for Class X, Language 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 the online entry of marks on CISCE's CAREERS portal by the due date.

INTERNAL ASSESSMENT IN MODERN FOREIGN LANGUAGES - GUIDELINES FOR MARKING WITH GRADES

CREATIVE WRITING

Grade	Content/Analysis of Idea, Thought/ Feeling.	Expression/ Effective Expression of Idea	Structure/ Organisation of Material	Vocabulary/ Use of Words, Phrases	Originality/ Imaginative/ Innovative	Marks
I	The candidate analyses the ideas, feelings and experiences effectively. Reasoning is logical and effective.	The candidate expresses the ideas, thoughts and feelings effectively.	The work is very well structured with a sense of beginning, middle and conclusion, paragraphing and appropriate sentence structures.	The use of vocabulary exhibits a high level of competence in handling language.	The work is imaginative interesting and engrossing.	4
II	The candidate analyses the ideas, feelings and experiences with well-defined explanations, reasoning is logical and persuasive.	The candidate expresses the ideas, thoughts and feelings well and with clarity.	The work is very well structured with some sense of conclusion and of paragraph lengths.	The vocabulary exhibits competence of word usage; correctness of grammar and spelling.	The candidate's work is quite interesting and engrossing.	3
III	The candidate analyses the idea, feelings and experiences with a fair degree of detail and explanation. Reasoning is fairly logical and persuasive.	The candidate expresses the ideas, thoughts and feelings fairly well and with a fair degree of clarity.	The work is fairly well structured; Candidate follows simple paragraphing.	The candidate uses straightforward vocabulary and fairly good pattern of spellings.	The candidate demonstrates the ability to sustain the interest of the reader.	2
IV	The candidate attempts to analyze ideas, feelings and experiences with simple explanation and detail. Reasoning and arguments are not very convincing.	The candidate expresses the idea, thoughts and feelings intelligibly and in simple language.	The work shows some understanding of paragraphing and structure.	The candidate's vocabulary is limited and the spelling, punctuation and grammar is sometimes poor.	The candidate is, to some extent, able to sustain the interest of the reader.	1
V	The candidate attempts a basic analysis of ideas, feelings and experiences with few simple explanations and few details. Is unable to present proper arguments.	The candidate is unable to expresses the ideas, thoughts and feelings, uses simple language and work is not very intelligible.	The candidate does not display an understanding of structure, paragraphing.	There is consistent weakness in spelling, punctuation and grammar.	The candidate is unable to sustain the interest of the reader.	0

INTERNAL ASSESSMENT IN MODERN FOREIGN LANGUAGES - GUIDELINES FOR MARKING WITH GRADES

ORAL ASSIGNMENT

Grade	Fluency of Language	Subject Matter	Organization	Vocabulary/ Delivery	Understanding	Gesture	Marks
I	Speaks with fluency and has full operational command over the language.	Matter is relevant, rich in content and original.	Content is well sequenced and well organized.	Uses appropriate vocabulary and pronounces words correctly.	While speaking, the candidate emphasizes the important points.	Uses natural and spontaneous gestures that are not out of place.	3
II	The candidate speaks with fairly good fluency and has reasonable operational command of the language.	The subject matter is mostly relevant, consisting of a few original ideas.	The content is satisfactorily sequenced and well organized.	The candidate pronounces most words correctly and uses simple vocabulary.	While speaking the candidate emphasizes most important points.	Uses some natural gestures.	2
III	The candidate speaks with poor fluency and does not communicate except for the most basic information.	The subject matter is irrelevant and lacks originality.	The subject content is very poor and lacks organisational structure.	The candidate pronounces many words incorrectly and uses inappropriate vocabulary.	While speaking, the candidate emphasizes some important points.	Uses very few natural gestures.	1
IV	The candidate cannot communicate even the most basic information.	The subject matter is negligible.	The subject content comprises of mere words with no structured sentences.	The candidate is unable to correctly pronounce most words and has a limited vocabulary.	While speaking, the candidate is unable to emphasize important points.	Uses no natural gestures.	0

INTERNAL ASSESSMENT IN MODERN FOREIGN LANGUAGES - GUIDELINES FOR MARKING WITH GRADES

AURAL ASSIGNMENT

Grade	Understanding/ Comprehension Main Idea, Central Theme	Recall	Vocabulary	Context/ Correlation to Other Areas	Marks
I	The candidate accurately understands the central idea of the passage as well as the relevant points in the selected passage/ talk.	The candidate recalls all the important points made (written/ verbal).	The candidate uses appropriate and correct vocabulary while recalling the points made.	The candidate clearly understands the context and can widely correlate the passage to the other areas.	3
II	The candidate gives ideas fairly close to the central / main idea of the passage as well as understand some of the relevant points heard in the selected passage/ talk.	The candidate recalls some of the important points made (written/ verbal).	The candidate uses correct but simple vocabulary while recalling the points made.	The candidate can moderately understand the context of the passage and can moderately correlate the passage to the other areas.	2
III	The candidate cannot fully comprehend the passage and gives only a few ideas related to the central theme of the passage.	The candidate recalls very few of the important points made (written/verbal).	The candidate makes various errors in vocabulary while recalling the points made.	The candidate can only faintly understand the context of the passage and relate it to the other areas.	1
IV	The candidate is neither able to understand the central/main idea of the passage; nor able to understand relevant points heard in the passage/talk.	The candidate is unable to recall the important points made (written/verbal)	The candidate uses incorrect vocabulary while recalling the points made.	The candidate is unable to understand the context of the passage and is unable to correlate the passage to the other areas.	0