ICSE

INDIAN CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

YEAR 2028



MODERN FOREIGN LANGUAGES GROUP-I

Developed by:
Research, Development and Curriculum Division (RDCD)
CISCE

January 2026

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Council for the Indian School Certificate Examinations (CISCE)

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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.

MODERN FOREIGN LANGUAGES

Papers on the following Modern Foreign Languages will be set on this syllabus:
(a) Chinese (25), (b) Tibetan (15), (c) Modern Armenian (23) (d) Thai (38) (e) Portuguese (43)

(Under Group I)

Candidates opting for a Modern Foreign Language as a Second Language in Group I cannot opt for a Modern Foreign Language in Group II.

The Question Papers will be set in Modern Foreign Languages on request**.** The rubric for all the Modern Foreign Languages will be the same.

Aims:

1. To develop and integrate the use of the four language skills i.e. listening, speaking, reading and writing.
2. To use the language effectively and appropriately on topics of everyday life situations.
3. To develop an interest in the appreciation of the language.
4. To develop an intercultural awareness.
5. To enhance the ability of the candidates to express their ideas and feelings in their own words and for them to understand the use of correct language.
6. To appreciate the language as an effective means of communication.
7. To understand language when spoken at normal conversational speed in everyday life situations.
8. To understand the basic structural patterns of the language, vocabulary and constructions.

CLASSES IX AND X

*There will be **one** paper of **three hours** duration carrying 80 marks and Internal Assessment of 20 marks.*

1. Composition

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

2. Letter

Candidates will be required to write a letter from a choice of either a formal or an informal letter. Suggestions may be given. The layout of the letter with address, introduction, conclusion, etc., will form part of the assessment.

3. Comprehension

An unseen passage of about 150 words will be given in the language. Questions based on the given passage, will be set, to be answered in the language, so as to test the candidates' understanding of the content of the passage.

4. Grammar

This will consist of tests in vocabulary, syntax and idiom, e.g., synthesis in sentence construction, formation of sentences in correctly embodying given words or forms. The question will not require detailed knowledge of grammatical definitions.

5. Translation and/or Dialogue Writing

- One short passage will be set for translation from the language into English.
- One passage will be set for translation from English into the language.

- Dialogue writing (Around 150 words) based on situations faced in everyday life. Hints may be given.

Annexes

Communication (oral and written) skills that can be covered from any book used for teaching:

1. Myself

- *Self, Family and Friends*
- *Important Events*
- *Interests and Hobbies*
- *Home and Locality*
- *Daily Routine*
- *School*

2. Holiday Time & Travel

- *Travel, Transport and Tourism*
- *Accommodation*
- *Restaurant*
- *Directions*
- *Holiday Activities*
- *Services*

3. Work & Lifestyle

- *Home Life*
- *Everyday Living and Health*
- *Work Experience*
- *Leisure*
- *Shopping*
- *The Environment*

Note: *No textbooks are prescribed.*

NOTE: ***The Class X - ICSE examination paper will be set on the entire syllabus prescribed for the subject.***

The Class IX internal examination is to be conducted on the portion of this syllabus that is covered during the academic year.

CISCE has not prescribed bifurcation of the syllabus for this subject.

INTERNAL ASSESSMENT – 20 Marks

1. Schools will prepare, conduct and record assessments of the **Listening, Speaking and Creative Writing Skills** of candidates as follows:

Class IX: Three assessments in the course of the year.

Class X: Two assessments in the course of the year.

2. Pattern of Assessment

a) Listening Skills

A passage of about 300 words is read aloud by the examiner *twice* at normal reading speed (about 110 words a minute). Candidates may make brief notes during the readings. They then answer an objective type test based on the passage, on the paper provided.

b) Speaking Skills

Each candidate is required to make an oral presentation for about two minutes, which will be followed by a discussion on the subject with the examiners, for about three minutes.

Subjects for presentation may include narrating an experience, providing a description, giving directions, expressing an opinion, giving a report, relating an anecdote or commenting on a current event.

A candidate may refer to brief notes in the course of the presentation but reading or excessive dependence on notes will be penalised.

It is recommended that candidates be given an hour for preparation of their subject for presentation and that they be given a choice of subject, on a common paper.

c) Creative Writing Skills

Each candidate is required to write short compositions based on the suggested assignments.

SUGGESTED ASSIGNMENTS

FOR CLASSES IX AND X

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.

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

Creative Writing: Students are to write short compositions, the stimuli may be:

- a piece of recorded music.
- a series of recorded sounds.
- a picture/photograph.
- an opening sentence or phrase.
- 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 film/book review.

It is also suggested that students be made aware of contemporary forms of written communication, such as fax, memo, etc.

Evaluation

The assessment will be conducted jointly by the subject teacher and the external examiner who will each assess the candidate. (The External Examiner may be a teacher nominated by the Head of the School who could be from the faculty **but not teaching the language in the section/class**. For example, a teacher of the language of Class VIII may be deputed to be an External Examiner for Class X Language projects).

Award of Marks	**(20 MARKS)**
Subject Teacher (Internal Examiner)	10 marks
External Examiner	10 marks

The total marks obtained out of 20 (*Listening Skills: 5 marks; Speaking Skills: 5 marks and Creative Writing: 10 marks)* 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.

Schools are required to maintain a record of all assessments conducted in Listening, Speaking and Creative Writing Skills for candidates of Classes IX and X. These include copies of the assessment tests, topics for presentation and marks awarded. This record will be maintained for a period of upto 2 months after the declaration of the results of ICSE (10) examinations of the candidates concerned.

INTERNAL ASSESSMENT IN MODERN FOREIGN LANGUAGES - GUIDELINES FOR MARKING WITH GRADES
CREATIVE WRITING (CLASSES IX & X)

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 an introduction, body and conclusion, paragraphing and appropriate sentence construction.	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 analyse 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 and 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
AURAL ASSIGNMENT (CLASS IX)

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

INTERNAL ASSESSMENT IN MODERN FOREIGN LANGUAGES - GUIDELINES FOR MARKING WITH GRADES
ORAL ASSIGNMENT (CLASS X)

Grade	Fluency of Language	Subject Matter	Organisation	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 organised.	Uses appropriate vocabulary and pronounces words correctly.	While speaking, the candidate emphasises the important points.	Uses natural and spontaneous gestures that are not out of place.	3
II	The candidate speaks with 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 organised.	The candidate pronounces most words correctly and uses simple vocabulary.	While speaking the candidate emphasises 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 emphasises 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 emphasise important points.	Uses no natural gestures.	0

FRENCH (27)

(Under Group I)

Candidates opting for a Modern Foreign Language as a Second Language in Group I cannot opt for a Modern Foreign Language in Group II.

Please note that the French language syllabus remains the same for both groups (Group I & II).

Aims:

1. To equip learners with basic competencies in the four language skills, i.e. reading, writing, listening and speaking.
2. To use the language effectively and appropriately on topics of everyday life situations.
3. To develop an intercultural awareness and appreciation of the global diversity of languages.
4. To understand the basic structural patterns of the language, vocabulary and constructions.

Overview of Language Competencies Acquired Upon Completion of the Course

At the end of this course, language learners will communicate confidently in everyday situations and understand basic information in all core areas of communication. The following table outlines the overview of competencies in reading, writing, listening and speaking as defined by the CEFRL (*Common European Framework of Reference for Languages)* at the **level A2.**

Reading Comprehension	Written Expression	Listening Skills	Oral/Speaking Skills
– Understands texts on familiar topics, such as news articles, personal letters, and brochures. – Extracts key ideas and information by analysing magazine articles & Blog Posts. – Demonstrates comprehension of stories / simple articles/ blogs.	– Writes personal and semi-formal emails, short messages with a focus on structure, tone, and clarity. – Writes short essays elaborating on events, experiences, dreams, hopes, ambitions, ideas and personal opinions. – Drafts travel Itineraries, picture descriptions, etc.	– Understands and responds appropriately to a range of everyday situations in simple spoken language. – Recognises the main ideas, keywords and details from spoken texts, including some nuances like tone and attitude. – Understands informal speech & expressions used in everyday language by native speakers at a defined pace.	– Shares / narrates personal interests, experiences and plans using past, present, and future tense as per requirement. – Explains /justifies opinions on a range of familiar topics. – Participates in conversations on subjects like travel, health, education, lifestyle, etc. Engages in focused, structured conversations.

CLASSES IX AND X

*There will be **one** paper of **three hours** duration carrying 80 marks and an Internal Assessment of 20 marks.*

1. Composition (15 Marks)

Candidates will be required to write, in French, one composition of around 120-150 words. Possible types of composition: a **narrative text** recounting a past event, a **descriptive text** such as a picture description, or a simple opinion text such as an article, blog, forum or magazine. There will be a choice of subjects which will be varied and may be suggested by language or other stimuli such as pictures or objects.

2. Email writing (15 Marks)

Candidates will be required to write an email (around 80-100 words) from a choice of either an **informal** or a **semi-formal communication**. ***(demande de renseignement, remerciement, invitation, etc.)*** Cues may be given. The layout of the email with a relevant subject line, introduction, etc., will form part of the assessment.

3. Comprehension (30 Marks)

Candidates will be required to complete **3 - 4 reading** tasks based on simple documents related to daily life. The texts can be short and simple, drawn from everyday life. Suitable document types include postcards, announcements (e.g., store opening hours), job advertisements, menus, and classified ads, etc. Questions (such as MCQs, True or False with justification, etc.) based on the given passage will be set to be answered in French.

4. Grammar (20 Marks)

Candidates will complete short, focused tasks to assess grammatical accuracy and range. Questions will include *conjugation exercises (for testing verbs), fill-in-the-blank questions (for testing articles, pronouns, and prepositions), correcting errors (for testing adjectives, negation, comparative, etc.), making questions and negative sentences, correcting jumbled sentences, multiple-choice questions, sentence transformations,* etc. Tasks can be situation-based, requiring the application of grammar in everyday contexts.

The question will not require detailed knowledge of grammatical definitions, as the focus will be more on the functional use of grammar.

The following topics will be assessed:

- **Articles**
  - Definite
  - Indefinite
  - Partitive
  - Contracted
- **Verbs:**
  - Regular ER, IR and RE verbs
  - Irregular ER, IR, RE verbs
  - Pronominal verbs/ reflexive verbs
  - Transitive and Intransitive verbs
- **Tenses:**
  - Present tense,
  - Past Simple (passé composé)
    (Past participles and it's agreement)
  - Imperfect tense,
  - The past perfect.(Plus que parfait)

- Near Future Tense.
- Simple Future Tense.
- Recent Past Tense.
- Present progressive.

- **Moods:**
  - Imperative - Affirmative and Negative – for instructions and commands
  - Present conditional: wish and hypothetical events (IF conditions)
  - Reported Speech
    (In conversation and narrations)
  - Subjunctive. - Very basic for awareness
  - Active-Passive Voice.
  - Gerunds and present participle
  - Past conditional: regret and hypothesis
- **Pronouns:**
  - Personal pronouns
  - Interrogative pronouns: Where, When, What, How much, etc
  - Relative pronouns - who, that/which, where, of whom/which,
    Pronouns with prepositions etc
  - Demonstrative pronouns,
  - Direct and Indirect object pronouns, double pronouns
  - Possessive pronouns
  - Adverbial pronoun - *y, en*
- **Adjectives:**
  - Agreement & Position of Adjectives
  - Interrogative adjective.
  - Demonstrative adjective.
  - Possessive adjective.
- Adverbs of (quantity (a few, a lot), time, manner, place, intensity, frequency, etc).
- Affirmative and Negative sentences
- Negations, Answering a negative question
- Interrogation (the 3 forms)

  Qui est-ce ? / Qu'est-ce que c'est ?

  « *Pourriez-vous* »
- (There is / There are) - *Il y a*

  C'est, ce sont, voici ! voilà !
- *Les indicateurs de temps (dans, depuis, il y a)*
- Nominalisation
- Prepositions of time, place: city, country etc
- Comparatives & Superlatives of adjectives and adverbs
- Impersonal phrases and verbs with 'il' :(Il est interdit de,Il est utile de,Il est important de etc)
- Linkers/connectors/conjunctions (and, or, but, because, moreover, then, later on, however, so, still etc)

NOTE: The suggested topics for the Reading and Writing components are listed in the 'Annexe' section at the end of the document.

Suggested books

- Imagine 2, Didier Publications
- Edito A2, Didier Publications
- Décibel, Goyal Publications
- Explore, Goyal Publications

NOTE: ***The Class X - ICSE examination paper will be set on the entire syllabus prescribed for the subject.***

The Class IX internal examination is to be conducted on the portion of this syllabus that is covered during the academic year.

CISCE has not prescribed bifurcation of the syllabus for this subject.

GUIDELINES FOR MARKING WITH GRADES
(CLASS IX & X)
TASKS IN WRITTEN PRODUCTION AND INTERACTION
Composition (15 marks)

Grade	Pragmatic competences (8 M)		Linguistic competences (7 M)	
	Content (4 M)	**Coherence & cohesion (4 M)**	**Vocabulary (3 M)**	**Grammar (4 M)**
I (Expectations fully met) (12 M - 15 M)	The candidate can: – write a text in line with the question. – narrate an event, past activities, or a personal experience, – provide details with examples and can describe feelings and reactions. – write a short, well-defined text with explanations and reasoning that fully meet the requirements. – provide additional details to enhance their writing.	The candidate can link statements using commonly used connectors and expressions to produce a logical and coherent text.	The candidate can use a varied and relevant vocabulary appropriate to the question. The candidate is also able to express themselves without difficulty on familiar and common topics. Spelling is usually correct.	The candidate can accurately use syntactic structures and grammatical forms, while also using some common, more complex structures. The candidate is able to frame grammatically well-structured phrases
II (Expectations partially met) (8 M - 11 M)	The candidate can: – write a series of simple sentences to briefly describe an event or recount a personal or professional experience. – express their impressions in simple terms but lacks clarity.	The candidate can produce simple sentences and link them with basic connectors, but there are frequent breaks in meaning, making the text sometimes difficult to follow. The overall coherence is limited.	The candidate can correctly use basic words and expressions to address the task. Spelling is generally correct for basic words, but some errors exist, and certain words are occasionally written phonetically.	The candidate can use simple syntactic structures and grammatical forms but may make occasional errors.

III **(Expectations not met)** **(2M - 7M)**	The candidate writes short, isolated sentences that are insufficient to effectively complete the task.	The candidate writes isolated sentences with no connectors. The text is often unclear or incomplete, making it difficult to follow. The text lacks coherence.	The candidate uses a very limited set of basic words, but these are often insufficient to complete the task effectively. Spelling is correct for only a few basic words, with most words written phonetically.	The candidate makes errors even while using basic syntactic structures and grammatical forms.
IV **(Not Attempted or Insufficient Response)** **(0 - 1 M)**	The task is not attempted (*copie blanche*) or the content is off-topic or too minimal to assess			

Email Writing (15 marks)

Grade	Pragmatic competences (6M)		Sociolinguistic competence (3M)	Linguistic competences (6M)	
	Content	**Coherence & cohesion**		**Vocabulary**	**Grammar**
I (Expectations fully met) (12 M - 15 M)	The candidate can: – write a short text in line with the task. – narrate an event, past activities, or a personal experience, provide details with examples, and describe feelings and reactions. – write a short text that fully meets the requirements of the task. – provide additional details to enhance their writing.	The candidate can link statements using the most commonly used connectors to produce a short, coherent text in clear paragraphs.	The candidate can express themselves using the most commonly used terms of politeness (*les formules de politesse*) and in a tone (formal/informal) that is suitable to the situation.	The candidate can use a varied vocabulary to express themselves without difficulty on familiar and common topics. Spelling is usually correct.	The candidate can accurately use basic syntactic structures and grammatical forms, while also using some common, more complex structures.
II (Expectations partially met) (8 M - 11 M)	The candidate can write a series of simple sentences to briefly describe an event or recount a personal or professional experience. Can express their impressions in simple terms but lacks clarity.	The candidate can produce simple sentences and link them with basic connectors, but there are frequent breaks in meaning, making the text sometimes difficult to follow. The overall coherence is limited.	The candidate can use basic terms of politeness (*les formules de politesse*). However, some confusion in tone (formal/informal) occurs.	The candidate can correctly use basic words and expressions to address the task. Spelling is generally correct for basic words, but some errors exist, and certain words are occasionally written phonetically.	The candidate can use simple syntactic structures and grammatical forms but may make occasional errors.

III **(Expectations not met)** **(2 M - 7 M)**	The candidate writes short, isolated sentences that are insufficient to effectively complete the task.	The candidate writes isolated sentences with no connectors. The text is often unclear or incomplete, making it difficult to follow. The text lacks cohérence.	The candidate makes errors even in using the basic terms of politeness and struggles to choose the correct tone (formal/informal).	The candidate uses a very limited set of basic words, but these are often insufficient to complete the task effectively. Spelling is correct for only a few basic words, with most words written phonetically.	The candidate makes errors even while using basic syntactic structures and grammatical forms.
IV **(Not Attempted or Insufficient Response)** **(0 - 1M)**	The task is not attempted (*copie blanche*), or the content is off-topic or too minimal to assess				

INTERNAL ASSESSMENT – 20 Marks

Internal Assessment for Class IX and X includes an assessment of Listening and Speaking Skills only. Schools will prepare, conduct and record assessments of the Listening and Speaking Skills of candidates as per the following.

Class IX: Four assessments (of both listening and speaking skills) in the course of the year.

Class IX	Examiner
Assessment 1	Subject Teacher
Assessment 2	Subject Teacher
Assessment 3	Subject Teacher
Assessment 4 (Internal Final Examinations)	Subject Teacher

Class X: Four assessments (of both listening and speaking skills) in the course of the year, with the fourth one to be assessed by an External Examiner* at the end of the year.

Class X	Examiner
Assessment 1	Subject Teacher
Assessment 2	Subject Teacher
Assessment 3	Subject Teacher
Assessment 4 – Final ICSE Board Examinations	**External Examiner***

All assessments except the final board examination in Class X are to be assessed by the Subject Teacher, OR **a teacher nominated by the Head of the School**.

NOTE*: The External Examiner may be a teacher from another school or institution, appointed and approved by the CISCE, to conduct the assessments. For example, a qualified French teacher from a neighbouring school may be designated as an External Examiner for the board examination.

Details and patterns of listening and speaking assessments are given below:

Pattern of Assessment

A. Listening Skills

2-3 short audio clips of 1-2 min duration may be used. Each audio clip is to be played twice at a moderately slow pace. Students may make brief notes during the playing of the audio clip, followed by answering objective-type questions based on the audio clip, on the paper provided.

Nature of the Audio Clip: The audio clips may include an announcement (for example, in a train station, supermarket, or airport), a voicemail message, a short dialogue, a radio message, etc

*****The listening files or audio clips are to be played on a school-provided device or gadget and should NOT be read out.***

B. Speaking Skills

Students will be assessed through a **test divided into three tasks**, with a total duration of 6 to 8 minutes per candidate. Preparation time (of a total of 10 min per candidate) will be provided for Tasks 2 and 3.

Task 1: Interaction (1 minute)
The examiner asks questions in French about the candidate's daily life.
Topics include: your family, your interests, your work, or your activities.
Example Questions:

- What is your name?
- What is your nationality?
- What are your hobbies?
- Tell me about your family / your studies / your holidays…

Task 2: Monologue (2 minutes)
The candidate is assessed through a prepared **individual oral presentation** on a given theme which can be from any of the topics under the annexe. The examiner will listen to the candidate and may ask two or three follow-up questions.

Task 3: Role play (3–4 minutes)
The candidate must engage in a conversation with the examiner to solve a real-life situation.

NOTE: The suggested topics for the Listening and Speaking components are listed in the 'Annexe' section shared at the end of the document.

Evaluation

The Subject Teacher and the External Examiner, as appointed by the school and approved by CISCE, will evaluate the students on their listening and speaking skills by marking as follows:

Award of Marks	**(20 Marks)**
Listening Skills	10 marks
Speaking Skills	10 marks

The total marks obtained out of 20 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.

Schools are required to maintain a record of all assessments conducted in Listening and Speaking Skills for candidates of Classes IX and X. These include copies of the assessment tests, topics for presentation and marks awarded. This record will be maintained for a period of up to two months after the declaration of the results of ICSE (Class X) examinations of the candidates concerned.

INTERNAL ASSESSMENT - GUIDELINES FOR MARKING WITH GRADES

LISTENING ASSESSMENT (CLASS IX & X)

The Listening Assessment may include the following question formats:

- Multiple Choice Questions (MCQs) – to assess understanding of key details and overall meaning.
- True or False Statements (with justification) – candidates may be asked to justify their answers by quoting or paraphrasing from the audio.
- Matching tasks

NOTE:
*This current section is designed to assess **only the candidate's listening comprehension skills**. Their responses will not be evaluated for writing accuracy. That is, spelling, grammar, and sentence structure will not be taken into account while grading this component. The goal is to assess how well students can extract key information, understand tone and speaker intent, and interpret meaning in real-world communicative situations.*

INTERNAL ASSESSMENT - GUIDELINES FOR MARKING WITH GRADES

SPEAKING ASSESSMENT (CLASS IX & X)

Grade	Pragmatic and sociolinguistic competences (6M)			Linguistic competences (4M)	
	Task 1 Interaction	**Task 2** Monologue	**Task 3** Role play	**Grammar & Vocabulary**	**Phonetics**
I (Expectations fully met) (8M - 10M)	The candidate can introduce themselves and describe aspects of their daily environment, as well as talk about past projects or activities, providing brief justifications or explanations. The candidate can respond to the examiner's questions and engage in exchanges without apparent difficulty on familiar topics.	The candidate can give a brief presentation on the given topic, explain why they like or dislike something, and state their preferences. The speech is coherent and is capable of using commonly used connectors.	The candidate can successfully complete the task by using appropriate speech acts and interact in predictable everyday situations effortlessly, even taking the initiative. The candidate can express themselves in a generally appropriate tone (formal/informal), using terms of politeness *(les formules de politesse)* correctly.	The candidate can use a varied vocabulary to express themselves effortlessly on familiar and everyday topics. The candidate can correctly use most simple syntactic structures and grammatical forms, as well as some common complex structures.	The candidate has generally correct pronunciation. Occasional difficulties may still arise, especially with more complex words.
II (Expectations partially met) (5M - 7M)	The candidate is capable of using simple short sentences to introduce themselves and talk about their immediate surroundings. The candidate can answer the examiner's questions, but responses are brief and limited. The candidate may struggle to elaborate or expand on	The candidate can express themselves on the given topic using simple, short sentences and briefly explain why they like or dislike something. The speech is generally coherent, but may require occasional prompting from the examiner	The candidate is capable of completing the task but often requires guidance or a prompt from the examiner. They can establish basic social contact using simple terms of politeness *(les formules de politesse)*, but the candidate is inconsistent in their usage of their tone	The candidate can use basic words and expressions, along with simple syntactic structures and grammatical forms, though these tend to be repetitive. Some basic errors occur, but they do not significantly hinder communication.	The candidate can correctly pronounce simple expressions and familiar words. The examiner may need to ask for certain words to be repeated, but the overall communication remains understandable throughout

	their answers.		(formal/informal).		
III (Expectations not met) (2M - 4M)	The candidate provides minimal information about their identity and surroundings. They require prompts from the examiner.	The candidate provides very basic, disjointed and incomplete sentences about their surroundings and daily activities. Frequent breaks in meaning make it difficult to understand, and the candidate struggles to respond even with prompting from the examiner.	The candidate struggles to complete the task and often needs significant help from the examiner. Has difficulty establishing social contact and may use very limited or incorrect terms of politeness (*les formules politesse*)	The candidate has a limited grasp of even simple syntactic structures and grammatical forms. Has limited repertoire of basic words and expressions, which often prevents them from fully completing the task. Errors are frequent.	The candidate struggles with pronunciation, often mispronouncing basic words and expressions. Frequent clarification or repetition from the examiner is needed, and communication may be unclear at times.
IV (Not Attempted or Insufficient Response) (0- 1M)	The task is not attempted (candidate remains silent or gives unrelated responses), or the spoken production is too limited to be evaluated.	The task is not attempted (candidate remains silent or gives unrelated responses), or the spoken production is too limited to be evaluated.	The task is not attempted (candidate remains silent or gives unrelated responses), or the spoken production is too limited to be evaluated.	Vocabulary is extremely limited or inappropriate. Frequent and major grammatical errors prevent communication.	Pronunciation and intonation are unclear. The examiner struggles to understand, even with repetition or prompting.

Annexe

The following topics and themes are to be integrated into reading, writing, listening and speaking exercises and assessments for French language learning. These have been selected based on the expected basic language proficiency at the ICSE level, broadening exposure to French culture and society, while developing functional language skills for everyday contexts.

Topic A: Identity & culture

- **Personal identity and relationships**
  - Present oneself
  - Personal life (preferences and choices, job,
  - family educational background, neighbourhood)
  - Generation gap, friendship and pets.
  - Routine activities/ daily life
  - Describing family,
  - People, physical description, Personality, and sentiments (Feelings: happiness, sadness, disappointment, worries, fear, regret, surprise, curiosity, indifference)
- **Important Events**
  - Festivals: religious, national, international, and family.
  - Celebrations, special occasions, etc.
- **Free time/leisure**
  - Leisure: Sports, outings, hobbies and interests, intellectual and artistic pursuits.
  - Discuss hobbies and daily activities.
  - Books: short stories, novels, magazines, weekly, monthly, comics, fables.
- **Culture and traditions**
  - Festivals, culture, customs and traditions in France, Francophone countries and one's own country.
  - Culturelles activités / events,
  - Basic etiquette (e.g., polite forms of address).
  - France (geography), French cuisine, music, regions, historical sites, art etc.

Topic B: Holidays, tourism & travel

- **Travel & Transport**
  - Vacations, modes of transport, duration, itinerary.
  - Travel plans- past, present, future, experiences and memories, etc.
- **Tourism and activities**
  - Eco tourism, important tourist sites/places, and weather forecast.
  - Visits, excursions, accidents, .etc.
  - Countries, cities, countryside, regions, natural reserves, etc.
  - Holiday activities.
- **Accommodation & directions**
  - Types of accommodation (the house, interior, exterior)
  - The stay, holiday homes, hotels, rent /hire a place, reservations.
  - Traffic rules, road safety, giving directions, following and understanding maps.
- **Shopping**
  - Fashion and lifestyle.
  - Money and payments. (modes of payment, budget, expenses)
  - Enquire about goods in a shop and buy what one needs (quantity, measures, weight).
  - Ex: brands, clothes & accessories, consumption.
  - Sale, shopping malls, grocery shopping, local markets, supermarkets, etc
- **Cuisine**
  - Food habits, different cuisine, preferences and choices. etc
  - Ordering food, menu, recipes, etc.
  - Place an order for a meal / Eating out in a restaurant /at the cafe (with or without the menu).

Topic C - Health, Education & Technology

- **Home Life**
  - Domestic animals, guests & outings, family life etc.
  - Household chores & pocket money.
- **Fitness and Well-being**
  - Food choices and lifestyle.
  - Stress, pressure, anxiety, etc
  - The human body, health and illness, advice and precautions, visit to a doctor, pharmacist etc.
  - Present one's medical problem to a doctor, social activities, fitness and body care.
  - Medical emergency & assistance.
- **Media & Technologies**
  - Current affairs, stories, social trends, TV programmes, press, Internet, print & visual media, journals, radio and TV.
  - Read notices, posters, catalogues, timetables, brochures, menus, advertisements, signs, etc.
  - Technology in everyday life, social media, mobile and current technology trends, etc.
- **Studies and Future Plans**
  - Institutions, the school system, the classroom subjects, the academic year, and school activities. school experiences.
  - Education system and training, learning tools and subjects.
  - Life at school/college.
  - Higher education & career choices.
  - Future plans & ambition.
  - Language learning.

Topic D: The World Around

- **Home and Locality**
  - City/village life.
  - Description of one's home and the surroundings, shops and places in the vicinity.
- **The Environment**
  - The natural world, seasons, climate and the weather.
  - Social issues: Charity/voluntary work.
  - Global issues: Poverty/homelessness, deforestation, natural environmental problems/disasters, causes and solutions, World Environment Day, Earth Day, etc.
- **Entertainment**
  - Ex. cinema, concerts, theatre, park, entertainment, social media/network, television, newspapers, etc.
- **Services**
  - Basic services at public places at the hotel, airport, shops, train station, restaurant, library, in a post office, a bank, etc
  - Buy tickets (film, train, play, etc.)

GERMAN (28)

(Under Group I)

Candidates opting for a Modern Foreign Language as a Second Language in Group I cannot opt for a Modern Foreign Language in Group II.

Please note that the German language syllabus remains the same for both groups (Group I & II).

Aims:

1. To equip learners with basic competencies in the four language skills, i.e. reading, writing, listening and speaking.
2. To use the language effectively and appropriately on topics of everyday life situations.
3. To develop an intercultural awareness and appreciation of the global diversity of languages.
4. To understand the basic structural patterns of the language, vocabulary and constructions.

Overview of Language Competencies Acquired Upon Completion of the Course

At the end of this course, language learners can communicate confidently in everyday situations and understand basic information in all core areas of communication. The following table outlines the overview of competencies in reading, writing, listening and speaking as defined by the CEFRL (*Common European Framework of Reference for Languages)* at the **level A2.**

Reading Comprehension	Written Expression	Listening Skills	Oral/Speaking Skills
– Understands texts on familiar topics, such as news articles, personal letters, and brochures. – Extracts key ideas and information by analysing magazine articles & Blog Posts. – Demonstrates comprehension of stories / simple articles/ blogs.	– Writes personal and semi-formal emails, short messages with a focus on structure, tone, and clarity. – Writes short essays elaborating on events, experiences, dreams, hopes, ambitions, ideas and personal opinions. – Drafts travel Itineraries, picture descriptions, etc.	– Understands and responds appropriately to a range of everyday situations in simple spoken language. – Recognises the main ideas, keywords and details from spoken texts, including some nuances like tone and attitude. – Understands informal speech & expressions used in everyday language by native speakers at a defined pace.	– Shares / narrates personal interests, experiences and plans using past, present, and future tense as per requirement. – Explains /justifies opinions on a range of familiar topics. – Participates in conversations on subjects like travel, health, education, lifestyle, etc. Engages in focused, structured conversations.

CLASSES IX AND X

*There will be **one** paper of **three hours** duration carrying 80 marks and an Internal Assessment of 20 marks.*

1. Composition (15 Marks)

Candidates will be required to write, in German, one composition of a minimum / around 100-120 words. Possible types of compositions include a **narrative text** (*Erzählungstext*) recounting a past event, a **descriptive text** (*Beschreibungstext*) such as a picture description, or **a simple opinion text** (*Meinungstext*) such as *Artikel*, Blog, or *Zeitschriftsartikel*. There will be a choice of subjects, which will be varied and may be suggested by language or other stimuli such as pictures or objects.

2. Email writing (15 Marks)

Candidates will be required to write an email (80 – 100 words) from a choice of either an informal or a semi-formal communication (***nach Informationen fragen, sich bedanken, Einladung***, etc)**.** Cues may be given. The layout of the email with a relevant subject line, introduction, etc., will form part of the assessment.

3. Comprehension (30 Marks)

Candidates will be required to complete **3 - 4 reading** tasks based on short texts related to daily life. The texts can be short and simple, drawn from everyday life. Suitable document types include postcards, announcements (e.g., store opening hours), job advertisements, menus, and classified ads, etc.

4. Grammar (20 Marks)

Candidates will complete short, focused tasks to assess grammatical accuracy and range. These may include *conjugation exercises (for testing verbs), fill-in-the-blank questions (for testing articles, pronouns, and prepositions), correcting errors (for testing adjectives, negation, comparative, etc.), making questions and negative sentences, correcting jumbled sentences, multiple-choice questions, sentence transformations,* etc. Tasks can be situation-based, requiring the application of grammar in everyday contexts.

The question will not require detailed knowledge of grammatical definitions, as the focus will be more on the functional use of grammar. For example, completing a dialogue with the correct verb forms or rewriting a sentence using *der/die/das oder die* in place of a noun.

The questions on grammar will assess the following:

- Artikel
  - definiter - indefiniter, demonstrativ , possessiv
- Verben:
  - regelmäßige , unregelmäßige , trennbare , reflexive , Modalverben und Hilfsverben
- Verben mit festen Präpositionen (warten auf, denken an, teilnehmen an, usw…)
- Satzstruktur: W-Frage, Ja/nein Frage, Aussagesatz (Haupt- und Nebensatz)
- Präsens ,Partizip II
- Präteritum von sein, haben und Modalverben
- Imperative mit du, ihr und Sie Formen
- Vorschläge machen (mit sollen und sollten)
- Pronomen: Nominativ, Akkusativ und Dativ
- Personalpronomen - ich - mich - mir, du - dich - dir, usw.

- Fragewörter: was, wo, wie usw. - wer - wen - wem, wessen….
- Relativpronomen - der, den, dem, die, der, dessen, deren
- Präpositionen mit allen 4 Fällen - ohne , mit, während usw.
- Wechselpräpositionen
- Demonstrativ pronomen- dies (auch welch-……)
- Possessiv pronomen- mein - meinen - meinem, dein - deinen - deinem, usw.
- Adjektive: Independent and dependent (Deklination). positiv, komparativ und superlativ
- Negation- nicht, nein, doch
- Nominalisierung der Verben
- Konnektoren : und, aber, denn, weil, obwohl, wegen, ob, usw. (Haupt- und Nebensatz)
- Finalsätze - um….zu, damit

NOTE: The suggested topics for the Reading and Writing components are listed in the 'Annexe' section at the end of the document.

Suggested Books

- Beste Freunde B1.1 (For both years) (Hueber Publications, Published in India by Goyal Publishers)
- Get Ready (For classes 9 and 10)

NOTE: ***The Class X - ICSE examination paper will be set on the entire syllabus prescribed for the subject.***

The Class IX internal examination is to be conducted on the portion of this syllabus that is covered during the academic year.

CISCE has not prescribed bifurcation of the syllabus for this subject.

GUIDELINES FOR MARKING WITH GRADES
(CLASS IX & X)
TASKS IN WRITTEN PRODUCTION AND INTERACTION
Composition (15 marks)

Grade	Pragmatic competences (8 M)		Linguistic competences (7 M)	
	Content (4 M)	**Coherence & cohesion (4 M)**	**Vocabulary (3 M)**	**Grammar (4 M)**
I (Expectations fully met) (12 M - 15 M)	The candidate can: – write a text in line with the question. – narrate an event, past activities, or a personal experience, – provide details with examples and can describe feelings and reactions. – write a well-defined text with explanations and reasoning that fully meet the requirements. – provide additional details to enhance their writing.	The candidate can link statements using commonly used connectors and expressions to produce a logical and coherent text.	The candidate can use a varied and relevant vocabulary appropriate to the question. The candidate is also able to express themselves without difficulty on familiar and common topics. Spelling is usually correct.	The candidate can accurately use syntactic structures and grammatical forms, while also using some common, more complex structures. The candidate is able to frame grammatically well-structured phrases
II (Expectations partially met) (8 M - 11 M)	The candidate can write a series of simple sentences to briefly describe an event or recount a personal or professional experience. The candidate can express their impressions in simple terms but lacks clarity.	The candidate can produce simple sentences and link them with basic connectors, but there are frequent breaks in meaning, making the text sometimes difficult to follow. The overall coherence is limited.	The candidate can correctly use basic words and expressions to address the task. Spelling is generally correct for basic words, but some errors exist, and certain words are occasionally written phonetically.	The candidate can use simple syntactic structures and grammatical forms but may make occasional errors.

III **(Expectations not met)** **(2M - 7M)**	The candidate writes short, isolated sentences that are insufficient to effectively complete the task.	The candidate writes isolated sentences with no connectors. The text is often unclear or incomplete, making it difficult to follow. The text lacks coherence.	The candidate uses a very limited set of basic words, but these are often insufficient to complete the task effectively. Spelling is correct for only a few basic words, with most words written phonetically.	The candidate makes errors even while using basic syntactic structures and grammatical forms.
IV **(Not Attempted or Insufficient Response)** **(0 - 1 M)**	The task is not attempted, or the content is off-topic or too minimal to assess			

Email Writing (15 marks)

Grade	Pragmatic competences (6M)		Sociolinguistic competence (3M)	Linguistic competences (6M)	
	Content	Coherence & cohesion		Vocabulary	Grammar
I (Expectations fully met) (12 M - 15 M)	The candidate can write a short text in line with the task. Can narrate an event, past activities, or a personal experience, can provide details with examples, and can describe feelings and reactions. Can write a short text that fully meets the requirements of the task. The candidate can provide additional details to enhance their writing.	The candidate can link statements using the most commonly used connectors to produce a short, coherent text in clear paragraphs.	The candidate can express themselves using the most commonly used terms of politeness and in a tone (formal/informal) that is suitable to the situation.	The candidate can use a varied vocabulary to express themselves without difficulty on familiar and common topics. Spelling is usually correct.	The candidate can accurately use basic syntactic structures and grammatical forms, while also using some common, more complex structures.
II (Expectations partially met) (8 M - 11 M)	The candidate can write a series of simple sentences to briefly describe an event or recount a personal or professional experience. Can express their impressions in simple terms but lacks clarity.	The candidate can produce simple sentences and link them with basic connectors, but there are frequent breaks in meaning, making the text sometimes difficult to follow. The overall coherence is limited.	The candidate can use basic terms of politeness. However, some confusion in tone (formal/informal) occurs.	The candidate can correctly use basic words and expressions to address the task. Spelling is generally correct for basic words, but some errors exist, and certain words are occasionally written phonetically.	The candidate can use simple syntactic structures and grammatical forms but may make occasional errors.

III **(Expectations not met)** **(2 M - 7 M)**	The candidate writes short, isolated sentences that are insufficient to effectively complete the task.	The candidate writes isolated sentences with no connectors. The text is often unclear or incomplete, making it difficult to follow. The text lacks coherence.	The candidate makes errors even in using the basic terms of politeness and struggles to choose the correct tone (formal/informal).	The candidate uses a very limited set of basic words, but these are often insufficient to complete the task effectively. Spelling is correct for only a few basic words, with most words written phonetically.	The candidate makes errors even while using basic syntactic structures and grammatical forms.
IV **(Not Attempted or Insufficient Response)** **(0 - 1M)**	The task is not attempted, or the content is off-topic or too minimal to assess				

INTERNAL ASSESSMENT – 20 Marks

Internal Assessment for Class IX and X includes an assessment of Listening and Speaking Skills only. Schools will prepare, conduct and record assessments of the Listening and Speaking Skills of candidates as per the following.

Class IX: Four assessments (of both listening and speaking skills) in the course of the year.

Class IX	Examiner
Assessment 1	Subject Teacher
Assessment 2	Subject Teacher
Assessment 3	Subject Teacher
Assessment 4 (Internal Final Examinations)	Subject Teacher

Class X: Four assessments (of both listening and speaking skills) in the course of the year, with the fourth one to be assessed by an External Examiner* at the end of the year.

Class X	Examiner
Assessment 1	Subject Teacher
Assessment 2	Subject Teacher
Assessment 3	Subject Teacher
Assessment 4 – Final ICSE Board Examinations	**External Examiner***

All assessments except the final board examination in Class X are to be assessed by the Subject Teacher, OR **a teacher nominated by the Head of the School**.

NOTE*: The External Examiner may be a teacher from another school or institution, appointed and approved by the CISCE, to conduct the assessments. For example, a qualified French teacher from a neighbouring school may be designated as an External Examiner for the board examination.

Details and patterns of listening and speaking assessments are given below.

Pattern of Assessment

A. Listening Skills

2-3 short audio clips of 1-2 min duration may be used. Each audio clip is to be played twice at a moderately slow pace. Students may make brief notes during the playing of the audio clip, followed by answering objective-type questions based on the audio clip, on the paper provided.

Nature of the Audio Clip: The audio clips may include an announcement (for example, in a train station, supermarket, or airport), a voicemail message, a short dialogue, a radio message, etc

*****The listening files or audio clips are to be played on a school-provided device or gadget and should NOT be read out.***

B. Speaking Skills

Students will be assessed through a **test divided into three tasks**, with a total duration of 6 to 8 minutes per candidate. Preparation time (of a total of 10 min per candidate) will be provided for Tasks 2 and 3.

Task 1: Interaction (1 minute)
The examiner asks questions in German about the candidate's daily life.
Topics include: your family, your interests, your work, or your activities.
Example Questions:

- What is your name?
- What is your nationality?
- What are your hobbies?
- Tell me about your family / your studies / your holidays…

Task 2: Monologue (2 minutes)
The candidate is assessed through a prepared **individual oral presentation** on a given theme, which can be from any of the topics under the annexe. The examiner will listen to the candidate and may ask two or three follow-up questions.

Task 3: Role play (3–4 minutes)
The candidate must engage in a conversation with the examiner to solve a real-life situation.

NOTE: The suggested topics for the Listening and Speaking components are listed in the 'Annexe' section shared at the end of the syllabus.

Evaluation

The Subject Teacher and the External Examiner, as appointed by the school and approved by CISCE, will evaluate the students on their listening and speaking skills by marking as follows:

Award of Marks	**(20 Marks)**
Listening Skills	10 marks
Speaking Skills	10 marks

The total marks obtained out of 20 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.

Schools are required to maintain a record of all assessments conducted in Listening and Speaking Skills for candidates of Classes IX and X. These include copies of the assessment tests, topics for presentation and marks awarded. This record will be maintained for a period of up to two months after the declaration of the results of ICSE (Class X) examinations of the candidates concerned.

INTERNAL ASSESSMENT - GUIDELINES FOR MARKING WITH GRADES

LISTENING ASSESSMENT (CLASS IX & X)

The Listening Assessment may include the following question formats:

- Multiple Choice Questions (MCQs) – to assess understanding of key details and overall meaning.
- True or False Statements (with justification) – candidates may be asked to justify their answers by quoting or paraphrasing from the audio.
- Matching tasks

NOTE:
*This current section is designed to assess **only the candidate's listening comprehension skills**. Their responses will not be evaluated for writing accuracy. That is, spelling, grammar, and sentence structure will not be taken into account while grading this component. The goal is to assess how well students can extract key information, understand tone and speaker intent, and interpret meaning in real-world communicative situations.*

INTERNAL ASSESSMENT - GUIDELINES FOR MARKING WITH GRADES

SPEAKING ASSESSMENT (CLASS IX & X)

Grade	Pragmatic and sociolinguistic competences (6M)			Linguistic competences (4M)	
	Task 1 Interaction	**Task 2** Monologue	**Task 3** Role play	**Grammar & Vocabulary**	**Phonetics**
I (Expectations fully met) **(8M - 10M)**	The candidate can introduce themselves and describe aspects of their daily environment, as well as talk about past projects or activities, providing brief justifications or explanations. The candidate can respond to the examiner's questions and engage in exchanges without apparent difficulty on familiar topics.	The candidate can give a brief presentation on the given topic, explain why they like or dislike something, and state their preferences. The speech is coherent and is capable of using commonly used connectors.	The candidate can successfully complete the task by using appropriate speech acts and interact in predictable everyday situations effortlessly, even taking the initiative. The candidate can express themselves in a generally appropriate tone (formal/informal), using terms of politeness correctly.	The candidate can use a varied vocabulary to express themselves effortlessly on familiar and everyday topics. The candidate can correctly use most simple syntactic structures and grammatical forms, as well as some common complex structures.	The candidate has generally correct pronunciation. Occasional difficulties may still arise, especially with more complex words.
II **(Expectations partially met)** **(5M - 7M)**	The candidate is capable of using simple short sentences to introduce themselves and talk about their immediate surroundings. The candidate can answer the examiner's questions, but responses are brief and limited.	The candidate can express themselves on the given topic using simple, short sentences and briefly explain why they like or dislike something. The speech is generally coherent but may require	The candidate is capable of completing the task but often requires guidance or a prompt from the examiner. They can establish basic social contact using simple terms of politeness, but the candidate is inconsistent in their	The candidate can use basic words and expressions, along with simple syntactic structures and grammatical forms, though these tend to be repetitive. Some basic errors occur, but they do not significantly hinder communication.	The candidate can correctly pronounce simple expressions and familiar words. The examiner may need to ask for certain words to be repeated, but the overall communication remains understandable throughout

	The candidate may struggle to elaborate or expand on their answers.	occasional prompting from the examiner.	usage of their tone (formal/informal).		
III **(Expectations not met)** **(2M - 4M)**	The candidate provides minimal information about their identity and surroundings. They require prompts from the examiner.	The candidate provides very basic, disjointed and incomplete sentences about their surroundings and daily activities. Frequent breaks in meaning make it difficult to understand, and the candidate struggles to respond even with prompting from the examiner.	The candidate struggles to complete the task and often needs significant help from the examiner. Has difficulty establishing social contact and may use very limited or incorrect terms of politeness.	The candidate has a limited grasp of even simple syntactic structures and grammatical forms. Has a limited repertoire of basic words and expressions, which often prevents them from fully completing the task. Errors are frequent.	The candidate struggles with pronunciation, often mispronouncing basic words and expressions. Frequent clarification or repetition from the examiner is needed, and communication may be unclear at times.
IV **(Not Attempted or Insufficient Response)** **(0- 1M)**	The task is not attempted (candidate remains silent or gives unrelated responses), or the spoken production is too limited to be evaluated.	The task is not attempted (candidate remains silent or gives unrelated responses), or the spoken production is too limited to be evaluated.	The task is not attempted (candidate remains silent or gives unrelated responses), or the spoken production is too limited to be evaluated.	Vocabulary is extremely limited or inappropriate. Frequent and major grammatical errors prevent communication.	Pronunciation and intonation are unclear. The examiner struggles to understand, even with repetition or prompting.

Annexe

The following topics and themes are to be integrated into reading, writing, listening and speaking exercises and assessments for German language learning. These have been selected based on the expected basic language proficiency at the ICSE level, broadening exposure to German culture and society, while developing functional language skills for everyday contexts.

Topic A: Identity & culture

- **Personal identity and relationships**
  - Present oneself
  - Personal life (preferences and choices, job,
  - family educational background, neighbourhood)
  - Generation gap, friendship and pets.
  - Routine activities/ daily life
  - Describing family,
  - People, physical description, Personality, and sentiments (Feelings: happiness, sadness, disappointment, worries, fear, regret, surprise, curiosity, indifference)
- **Important Events**
  - Festivals: religious, national, international, and family.
  - Celebrations, special occasions, etc.
- **Free Time/Leisure**
  - Leisure: Sports, outings, hobbies and interests, intellectual and artistic pursuits.
  - Discuss hobbies and daily activities.
  - Books: short stories, novels, magazines, weekly, monthly, comics, fables.
- **Culture and Traditions**
  - Festivals, culture, customs and traditions in Germany and one's own country.
  - Events,
  - Basic etiquette (e.g., polite forms of address).
  - France (geography), German cuisine, music, regions, historical sites, art, etc.

Topic B: Holidays, Tourism & Travel

- **Travel & Transport**
  - Vacations, modes of transport, duration, itinerary.
  - Travel plans- past, present, future, experiences and memories, etc.
- **Tourism and Activities**
  - Eco tourism, important tourist sites/places, and weather forecast.
  - Visits, excursions, accidents, etc.
  - Countries, cities, countryside, regions, natural reserves, etc.
  - Holiday activities.
- **Accommodation & Directions**
  - Types of accommodation (the house, interior, exterior)
  - The stay, holiday homes, hotels, rent /hire a place, and reservations.
  - Traffic rules, road safety, giving directions, following and understanding maps.
- **Shopping**
  - Fashion and lifestyle.
  - Money and payments. (modes of payment, budget, expenses)
  - Enquire about goods in a shop and buy what one needs (quantity, measures, weight).
  - Ex: brands, clothes & accessories, consumption.
  - Sale, shopping malls, grocery shopping, local markets, supermarkets, etc
- **Cuisine**
  - Food habits, different cuisine, preferences and choices. etc
  - Ordering food, menu, recipes, etc.
  - Place an order for a meal / Eating out in a restaurant /at the cafe (with or without the menu).

Topic C - Health, Education & Technology

- **Home Life**
  - Domestic animals, guests & outings, family life, etc.
  - Household chores & pocket money.
- **Fitness and Well-being**
  - Food choices and lifestyle.
  - Stress, pressure, anxiety, etc
  - The human body, health and illness, advice and precautions, visit to a doctor, pharmacist, etc.
  - Present one's medical problem to a doctor, social activities, fitness and body care.
  - Medical emergency & assistance.
- **Media & Technologies**
  - Current affairs, stories, social trends, TV programmes, press, Internet, print & visual media, journals, radio and TV.
  - Read notices, posters, catalogues, timetables, brochures, menus, advertisements, signs, etc.
  - Technology in everyday life, social media, mobile and current technology trends, etc.
- **Studies and Future Plans**
  - Institutions, the school system, the classroom subjects, the academic year, and school activities. school experiences.
  - Education system and training, learning tools and subjects.
  - Life at school/college.
  - Higher education & career choices.
  - Future plans & ambition.
  - Language learning.

Topic D: The World Around

- **Home and Locality**
  - City/village life.
  - Description of one's home and the surroundings, shops and places in the vicinity.
- **The Environment**
  - The natural world, seasons, climate and the weather.
  - Social issues: Charity/voluntary work.
  - Global issues: Poverty/homelessness, deforestation, natural environmental problems/disasters, causes and solutions, World Environment Day, Earth Day, etc.
- **Entertainment**
  - Ex. cinema, concerts, theatre, park, entertainment, social media/network, television, newspapers, etc.
- **Services**
  - Basic services at public places at the hotel, airport, shops, train station, restaurant, library, in a post office, a bank, etc
  - Buy tickets (film, train, play, etc.)

SPANISH (36)

(Under Group I)

Candidates opting for a Modern Foreign Language as a Second Language in Group I cannot opt for a Modern Foreign Language in Group II.

Please note that the Spanish language syllabus remains the same for both groups (Group I & II).

Aims:

1. To equip learners with basic competencies in the four language skills, i.e. reading, writing, listening and speaking.
2. To use the language effectively and appropriately on topics of everyday life situations.
3. To develop an intercultural awareness and appreciation of the global diversity of languages.
4. To understand the basic structural patterns of the language, vocabulary and constructions.

Overview of Language Competencies Acquired Upon Completion of the Course

At the end of this course, language learners can communicate confidently in everyday situations and understand basic information in all core areas of communication. The following table outlines the overview of competencies in reading, writing, listening and speaking as defined by the CEFRL (*Common European Framework of Reference for Languages)* at the **level A2.**

Reading Comprehension	Written Expression	Listening Skills	Oral/Speaking Skills
– Understands texts on familiar topics, such as news articles, personal letters, and brochures. – Extracts key ideas and information by analysing magazine articles & Blog Posts. – Demonstrates comprehension of stories / simple articles/ blogs.	– Writes personal and semi-formal emails, short messages with a focus on structure, tone, and clarity. – Writes short essays elaborating on events, experiences, dreams, hopes, ambitions, ideas and personal opinions. – Drafts travel Itineraries, picture descriptions, etc.	– Understands and responds appropriately to a range of everyday situations in simple spoken language. – Recognises the main ideas, keywords and details from spoken texts, including some nuances like tone and attitude. – Understands informal speech & expressions used in everyday language by native speakers at a defined pace.	– Shares / narrates personal interests, experiences and plans using past, present, and future tense as per requirement. – Explains /justifies opinions on a range of familiar topics. – Participates in conversations on subjects like travel, health, education, lifestyle, etc. Engages in focused, structured conversations.

CLASSES IX AND X

*There will be **one** paper of **three hours** duration carrying 80 marks and an Internal Assessment of 20 marks.*

1. Composition (15 Marks)

Candidates will be required to write, in Spanish, one composition of around 100-120 words. Possible types of compositions include a **narrative text** recounting a past event, a **descriptive text** such as a picture description, or **a simple opinion text** such as Article, Blog, etc. There will be a choice of subjects, which will be varied and may be suggested by language or other stimuli such as pictures or objects.

2. Email writing (15 Marks)

Candidates will be required to write an email (80 – 100 words) from a choice of either an **informal** or a **semi-formal** communication (some examples are ask for information, email of appreciation, an invitation, a presentation of oneself and the family, describe the daily routine, share about recently spent vacations or planning for next vacations, writing about early school days memories, etc.) Cues may be given. The layout of the email will form an part of the assessment and shall consist of: *Asunto – Subject; Para – To; De – From; Fecha – Date; Saludo formal/informal – Formal/Informal greeting; Presentación – Introduction; Desarrollo – Body o Main content; Conclusión/finalización – Conclusion or Closing remarks; Despedida formal/informal – Formal/Informal closing or Sign-off.*

3. Comprehension (30 Marks)

Candidates will be required to complete **3 - 4 reading** tasks based on short texts related to daily life. The texts can be short and simple, drawn from everyday life. Suitable document types include postcards, announcements (e.g., store opening hours), job advertisements, menus, and classified ads, etc.

4. Grammar (20 Marks)

Candidates will complete short, focused tasks to assess grammatical accuracy and range. These may include *conjugation exercises (for testing verbs), fill-in-the-blank questions (for testing articles, pronouns, and prepositions), correcting errors (for testing adjectives, negation, comparative, etc.), making questions and negative sentences, correcting jumbled sentences, multiple-choice questions, sentence transformations,* etc. Tasks can be situation-based, requiring the application of grammar in everyday contexts.

The question will not require detailed knowledge of grammatical definitions, as the focus will be more on the functional use of grammar.

The questions on grammar will assess the following:

1. Nouns and Articles
   - Género (masculino / femenino)
   - Número (singular / plural)
   - Uso de los artículos definidos (el, la, los, las)
   - Uso de los artículos indefinidos (un, una, unos, unas)
   - Ausencia de artículo (casos típicos: profesiones, nacionalidades, comidas, etc.)
2. Adjectives
   - Concordancia de género y número con el sustantivo
   - Posición del adjetivo (antes o después del sustantivo y cambio de significado)
   - Adjetivos calificativos y relacionales
   - Grados del adjetivo: positivo, comparativo (más… que, menos… que, tan… como) y superlativo (el más… de, ísimo)

3. Pronouns
   - Personales de sujeto (yo, tú, él…)
   - De objeto directo (me, te, lo/la, nos, os, los/las)
   - De objeto indirecto (me, te, le, nos, os, les)
   - Pronombres reflexivos (me, te, se, nos, os, se)
   - Posesivos (mi, tu, su, nuestro…)
   - Demostrativos (este, ese, aquel…)
   - Interrogativos (qué, quién, cuál, cuánto…)
   - Indefinidos básicos (alguien, algo, nada, todo, ninguno, alguno…)
4. Determiners
   - Posesivos (mi coche, nuestra casa)
   - Demostrativos (este libro, esa mesa) - de cercanía (este, esta, estos, estas), de distancia media (ese, esa, esos, esas), de lejanía (aquel, aquella, aquellos, aquellas)
   - Numerales (cardinales -uno, dos, etc.- y ordinales -primero, segundo, tercero, etc.-)
   - Indefinidos (algún, ningún, todo, nada, cada, mucho, poco)
5. Verbs
   (a) Indicative Tenses for the three conjugations "AR, ER, IR":
      - Presente (hablo, comes, vive)
      - Pretérito perfecto (he hablado, he comido, he vivido)
      - Pretérito indefinido (hablé, comí, viví)
      - Pretérito imperfecto (hablaba, comía, vivía)
      - Contraste de pasados (imperfecto vs indefinido)
      - Futuro inmediato o perifrástico (ir a + infinitivo)
      - Modelos para verbos regulares e irregulares más frecuentes de cada tiempo verbal

   (b) Imperative (affirmative/negative):
      - Formas afirmativas: habla, come, vive, haz, pon, di, etc.
      - Formas negativas: no hables, no comas, no vivas, no hagas, no pongas, no digas, etc.

   (c) Non-personal forms:
      - Infinitivo (hablar, comer, vivir), Gerundio (hablando, comiendo, viviendo), Participio (hablado, comido, vivido)

   (d) Pronominal verbs:
      - levantarse, llamarse, sentirse, levantarse, acostarse, quedarse…

   (e) Verbs like Gustar:
      - Gustar, encantar, doler, interesar, parecer, importar…
6. Verbal Periphrases
   - ir a + infinitivo (futuro inmediato)
   - tener que / deber + infinitivo (obligación)
   - Hay (haber) que + infinitivo (obligación impersonal y general)

- estar + gerundio (acción en desarrollo)
- acabar de + infinitivo (acción recién terminada)

7. Sentences
   - Orden básico SVO (Sujeto + Verbo + Objeto)
   - Oraciones afirmativas, negativas e interrogativas
   - Uso y colocación de "no" y de palabras negativas (nada, nunca, nadie)
   - Conjunciones básicas (y, o, pero, porque, aunque, cuando, si…)
   - Conectores (adición, contraste, causa, consecuencia, condición, finalidad, tiempo, orden o secuencia, ejemplificación, resumen o conclusión)
8. Prepositions
   - Uso de las preposiciones más frecuentes: a, de, en, con, por, para, sobre, entre, desde, hasta…
   - Preposiciones de lugar: sobre, encima de, entre, debajo de, al lado de…
   - Expresiones de tiempo (hace tres años, por la mañana, en 2025, desde, hasta, antes de, después de…)
9. Adverbs
   - De lugar (aquí, allí, cerca, lejos…)
   - De tiempo (hoy, ayer, mañana, siempre, nunca…)
   - De cantidad (muy, poco, bastante, demasiado…)
   - De modo (bien, mal, rápido…)
   - De afirmación y negación (sí, no, también, tampoco…)
   - De interrogación (qué, cuándo, dónde, adónde, cómo, por qué, cuánto)
10. Basic Constructions
    - Hay / estar / ser (diferencias y usos)
    - Ser vs estar con adjetivos
    - Expresiones con tener (tener hambre, tener frío…)
11. Communicative Functions
    - Fórmulas de cortesía (por favor, gracias, de nada, disculpe…)
    - Peticiones y ofrecimientos simples
    - Expresiones de opinión (creo que, pienso que…)
    - Expresiones de acuerdo y desacuerdo (de acuerdo, no lo creo…)

NOTE: The suggested topics for the Reading and Writing components are listed in the 'Annexe' section at the end of the syllabus.

Suggested Books

- Nuevo Español Sin Fronteras 1 & 2, Student´s Book + Workbook, Goyal, SGEL
- Nuevo ELE Inicial 1 & 2, Student´s Book + Workbook, SM
- ELE Actual A1 & A2, Student´s Book + Workbook, SM
- Nuevo Ven 1 & 2: Student´s Book + Workbook, Goyal, Edelsa
- Nuevo Sueña 1 & 2: Student´s Book + Workbook, Goyal, Anaya
- Metodo de Español A1 + A2, Student´s Book + Workbook, Goyal, Anaya
- Nuevo Prisma A1 + A2, Student´s Book + Workbook, Goyal, Edinumen

NOTE: ***The Class X - ICSE examination paper will be set on the entire syllabus prescribed for the subject.***

The Class IX internal examination is to be conducted on the portion of this syllabus that is covered during the academic year.

CISCE has not prescribed bifurcation of the syllabus for this subject.

GUIDELINES FOR MARKING WITH GRADES
(CLASS IX & X)
TASKS IN WRITTEN PRODUCTION AND INTERACTION
Composition (15 marks)

Grade	Pragmatic competences (8 M)		Linguistic competences (7 M)	
	Content (4 M)	**Coherence & cohesion (4 M)**	**Vocabulary (3 M)**	**Grammar (4 M)**
I (Expectations fully met) (12 M - 15 M)	The candidate can: – write a text in line with the question. – narrate an event, past activities, or a personal experience. – provide details with examples and can describe feelings and reactions. – write a well-defined text with explanations and reasoning that fully meet the requirements. – provide additional details to enhance their writing.	The candidate can link statements using commonly used connectors and expressions to produce a logical and coherent text.	The candidate can use a varied and relevant vocabulary appropriate to the question. The candidate is also able to express themselves without difficulty on familiar and common topics. Spelling is usually correct.	The candidate can accurately use syntactic structures and grammatical forms, while also using some common, more complex structures. The candidate is able to frame grammatically well-structured phrases
II (Expectations partially met) (8 M - 11 M)	The candidate can write a series of simple sentences to briefly describe an event or recount a personal or professional experience. The candidate can express their impressions in simple terms but lacks clarity.	The candidate can produce simple sentences and link them with basic connectors, but there are frequent breaks in meaning, making the text sometimes difficult to follow. The overall coherence is limited.	The candidate can correctly use basic words and expressions to address the task. Spelling is generally correct for basic words, but some errors exist, and certain words are occasionally written phonetically.	The candidate can use simple syntactic structures and grammatical forms but may make occasional errors.

III **(Expectations not met)** **(2M - 7M)**	The candidate writes short, isolated sentences that are insufficient to effectively complete the task.	The candidate writes isolated sentences with no connectors. The text is often unclear or incomplete, making it difficult to follow. The text lacks coherence.	The candidate uses a very limited set of basic words, but these are often insufficient to complete the task effectively. Spelling is correct for only a few basic words, with most words written phonetically.	The candidate makes errors even while using basic syntactic structures and grammatical forms.
IV **(Not Attempted or Insufficient Response)** **(0 - 1 M)**	The task is not attempted or the content is off-topic or too minimal to assess			

Email Writing (15 marks)

Grade	Pragmatic competences (6M)		Sociolinguistic competence (3M)	Linguistic competences (6M)	
	Content	**Coherence & cohesion**		**Vocabulary**	**Grammar**
I (Expectations fully met) (12 M - 15 M)	The candidate can – write a short text in line with the task. – narrate an event, past activities, or a personal experience, can provide details with examples, and can describe feelings and reactions. – write a short text that fully meets the requirements of the task. – provide additional details to enhance their writing.	The candidate can link statements using the most commonly used connectors to produce a short, coherent text in clear paragraphs.	The candidate can express themselves using the most commonly used terms of politeness and in a tone (formal/informal) that is suitable to the situation.	The candidate can use a varied vocabulary to express themselves without difficulty on familiar and common topics. Spelling is usually correct.	The candidate can accurately use basic syntactic structures and grammatical forms, while also using some common, more complex structures.
II (Expectations partially met) (8 M - 11 M)	The candidate can write a series of simple sentences to briefly describe an event or recount a personal or professional experience. The candidate can express their impressions in simple terms but lacks clarity.	The candidate can produce simple sentences and link them with basic connectors, but there are frequent breaks in meaning, making the text sometimes difficult to follow. The overall coherence is limited.	The candidate can use basic terms of politeness. However, some confusion in tone (formal/informal) occurs.	The candidate can correctly use basic words and expressions to address the task. Spelling is generally correct for basic words, but some errors exist, and certain words are occasionally written phonetically.	The candidate can use simple syntactic structures and grammatical forms but may make occasional errors.

III **(Expectations not met)** **(2 M - 7 M)**	The candidate writes short, isolated sentences that are insufficient to effectively complete the task.	The candidate writes isolated sentences with no connectors. The text is often unclear or incomplete, making it difficult to follow. The text lacks coherence.	The candidate makes errors even in using the basic terms of politeness and struggles to choose the correct tone (formal/informal).	The candidate uses a very limited set of basic words, but these are often insufficient to complete the task effectively. Spelling is correct for only a few basic words, with most words written phonetically.	The candidate makes errors even while using basic syntactic structures and grammatical forms.
IV **(Not Attempted or Insufficient Response)** **(0 - 1M)**	The task is not attempted, or the content is off-topic or too minimal to assess				

INTERNAL ASSESSMENT – 20 Marks

Internal Assessment for Class IX and X includes an assessment of Listening and Speaking Skills only. Schools will prepare, conduct and record assessments of the Listening and Speaking Skills of candidates as per the following.

Class IX: Four assessments (of both listening and speaking skills) in the course of the year.

Class IX	Examiner
Assessment 1	Subject Teacher
Assessment 2	Subject Teacher
Assessment 3	Subject Teacher
Assessment 4 (Internal Final Examinations)	Subject Teacher

Class X: Four assessments (of both listening and speaking skills) in the course of the year, with the fourth one to be assessed by an External Examiner* at the end of the year.

Class X	Examiner
Assessment 1	Subject Teacher
Assessment 2	Subject Teacher
Assessment 3	Subject Teacher
Assessment 4 – Final ICSE Board Examinations	**External Examiner***

All assessments except the final board examination in Class X are to be assessed by the Subject Teacher, OR **a teacher nominated by the Head of the School**.

NOTE*: The External Examiner may be a teacher from another school or institution, appointed and approved by the CISCE, to conduct the assessments. For example, a qualified French teacher from a neighbouring school may be designated as an External Examiner for the board examination.

Details and patterns of listening and speaking assessments are given below:

Pattern of Assessment

A. Listening Skills

2-3 short audio clips of 1-2 min duration may be used. Each audio clip is to be played twice at a moderately slow pace. Students may make brief notes during the playing of the audio clip, followed by answering objective-type questions based on the audio clip, on the paper provided.

Nature of the Audio Clip: The audio clips may include an announcement (for example, in a train station, supermarket, or airport), a voicemail message, a short dialogue, a radio message, etc

*****The listening files or audio clips are to be played on a school-provided device or gadget and should NOT be read out.***

B. Speaking Skills

Students will be assessed through a **test divided into three tasks**, with a total duration of 6 to 8 minutes per candidate. Preparation time (of a total of 10 min per candidate) will be provided for Tasks 2 and 3.

Task 1: Interaction (1 minute)
The examiner asks questions in Spanish about the candidate's daily life. Topics include: your family, your interests, your work, or your activities.

Example Questions:

- What is your name?
- What is your nationality?
- What are your hobbies?
- Tell me about your family / your studies / your holidays…

Task 2: Monologue (2 minutes)
The candidate is assessed through a prepared **individual oral presentation** on a given theme, which can be from any of the topics under the annexe. The examiner will listen to the candidate and may ask two or three follow-up questions.

Task 3: Role play (3–4 minutes)
The candidate must engage in a conversation with the examiner to solve a real-life situation.

NOTE: The suggested topics for the Listening and Speaking components are listed in the 'Annexe' section shared at the end of the document.

Evaluation

The Subject Teacher and the External Examiner, as appointed by the school and approved by CISCE, will evaluate the students on their listening and speaking skills by marking as follows:

Award of Marks	**(20 Marks)**
Listening Skills	10 marks
Speaking Skills	10 marks

The total marks obtained out of 20 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.

Schools are required to maintain a record of all assessments conducted in Listening and Speaking Skills for candidates of Classes IX and X. These include copies of the assessment tests, topics for presentation and marks awarded. This record will be maintained for a period of up to two months after the declaration of the results of ICSE (Class X) examinations of the candidates concerned.

INTERNAL ASSESSMENT - GUIDELINES FOR MARKING WITH GRADES

LISTENING ASSESSMENT (CLASS IX & X)

The Listening Assessment may include the following question formats:

- Multiple Choice Questions (MCQs) – to assess understanding of key details and overall meaning.
- True or False Statements (with justification) – candidates may be asked to justify their answers by quoting or paraphrasing from the audio.
- Matching tasks

NOTE:
*This current section is designed to assess **only the candidate's listening comprehension skills**. Their responses will not be evaluated for writing accuracy. That is, spelling, grammar, and sentence structure will not be taken into account while grading this component. The goal is to assess how well students can extract key information, understand tone and speaker intent, and interpret meaning in real-world communicative situations.*

INTERNAL ASSESSMENT - GUIDELINES FOR MARKING WITH GRADES

SPEAKING ASSESSMENT (CLASS IX & X)

Grade	Pragmatic and sociolinguistic competences (6M)			Linguistic competences (4M)	
	Task 1 Interaction	**Task 2** Monologue	**Task 3** Role play	**Grammar & Vocabulary**	**Phonetics**
I (Expectations fully met) (8M - 10M)	The candidate can introduce themselves and describe aspects of their daily environment, as well as talk about past projects or activities, providing brief justifications or explanations. The candidate can respond to the examiner's questions and engage in exchanges without apparent difficulty on familiar topics.	The candidate can give a brief presentation on the given topic, explain why they like or dislike something, and state their preferences. The speech is coherent and is capable of using commonly used connectors.	The candidate can successfully complete the task by using appropriate speech acts and interact in predictable everyday situations effortlessly, even taking the initiative. The candidate can express themselves in a generally appropriate tone (formal/informal), using terms of politeness correctly.	The candidate can use a varied vocabulary to express themselves effortlessly on familiar and everyday topics. The candidate can correctly use most simple syntactic structures and grammatical forms, as well as some common complex structures.	The candidate has generally correct pronunciation. Occasional difficulties may still arise, especially with more complex words.
II (Expectations partially met) (5M - 7M)	The candidate is capable of using simple short sentences to introduce themselves and talk about their immediate surroundings. The candidate can answer the examiner's	The candidate can express themselves on the given topic using simple, short sentences and briefly explain why they like or dislike something. The speech is	The candidate is capable of completing the task but often requires guidance or a prompt from the examiner. They can establish basic social contact using simple terms of politeness, but	The candidate can use basic words and expressions, along with simple syntactic structures and grammatical forms, though these tend to be repetitive. Some basic errors occur, but they do not significantly hinder	The candidate can correctly pronounce simple expressions and familiar words. The examiner may need to ask for certain words to be repeated, but the overall communication remains

	questions, but responses are brief and limited. The candidate may struggle to elaborate or expand on their answers.	generally coherent but may require occasional prompting from the examiner.	the candidate is inconsistent in their usage of their tone (formal/informal).	communication.	understandable throughout
III **(Expectations not met)** **(2M - 4M)**	The candidate provides minimal information about their identity and surroundings. They require prompts from the examiner.	The candidate provides very basic, disjointed and incomplete sentences about their surroundings and daily activities. Frequent breaks in meaning make it difficult to understand, and the candidate struggles to respond even with prompting from the examiner.	The candidate struggles to complete the task and often needs significant help from the examiner. Has difficulty establishing social contact and may use very limited or incorrect terms of politeness.	The candidate has a limited grasp of even simple syntactic structures and grammatical forms. Has a limited repertoire of basic words and expressions, which often prevents them from fully completing the task. Errors are frequent.	The candidate struggles with pronunciation, often mispronouncing basic words and expressions. Frequent clarification or repetition from the examiner is needed, and communication may be unclear at times.
IV **(Not Attempted or Insufficient Response)** **(0- 1M)**	The task is not attempted (candidate remains silent or gives unrelated responses), or the spoken production is too limited to be evaluated.	The task is not attempted (candidate remains silent or gives unrelated responses), or the spoken production is too limited to be evaluated.	The task is not attempted (candidate remains silent or gives unrelated responses), or the spoken production is too limited to be evaluated.	Vocabulary is extremely limited or inappropriate. Frequent and major grammatical errors prevent communication.	Pronunciation and intonation are unclear. The examiner struggles to understand, even with repetition or prompting.

Annexe

The following topics and themes are to be integrated into reading, writing, listening and speaking exercises and assessments for Spanish language learning. These have been selected based on the expected basic language proficiency at the ICSE level, broadening exposure to Spanish culture and society, while developing functional language skills for everyday contexts.

Topic A: Identity & Culture

- **Personal Identity and Relationships**
  - Present oneself
  - Personal life (preferences and choices, job,
  - family educational background, neighbourhood)
  - Generation gap, friendship and pets.
  - Routine activities/ daily life
  - Describing family,
  - People, physical description, Personality, and sentiments (Feelings: happiness, sadness, disappointment, worries, fear, regret, surprise, curiosity, indifference)
- **Important Events**
  - Festivals: religious, national, international, and family.
  - Celebrations, special occasions, etc.
- **Free Time/Leisure**
  - Leisure: Sports, outings, hobbies and interests, intellectual and artistic pursuits.
  - Discuss hobbies and daily activities.
  - Books: short stories, novels, magazines, weekly, monthly, comics, fables.
- **Culture and Traditions**
  - Festivals, culture, customs and traditions in the Spanish countries and one's own country.
  - Events,
  - Basic etiquette (e.g., polite forms of address).
  - The political map with the Spanish-speaking countries, Spanish cuisine, music, regions, historical sites, art etc.

Topic B: Holidays, Tourism & Travel

- **Travel & Transport**
  - Vacations, modes of transport, duration, itinerary.
  - Travel plans- past, present, future, experiences and memories, etc.
- **Tourism and activities**
  - Eco tourism, important tourist sites/places, and weather forecast.
  - Visits, excursions, accidents, etc.
  - Countries, cities, countryside, regions, natural reserves, etc.
  - Holiday activities.
- **Accommodation & Directions**
  - Types of accommodation (the house, interior, exterior)
  - The stay, holiday homes, hotels, rent /hire a place, reservations.
  - Traffic rules, road safety, giving directions, following and understanding maps.
- **Shopping**
  - Fashion and lifestyle.
  - Money and payments. (modes of payment, budget, expenses)
  - Enquire about goods in a shop and buy what one needs (quantity, measures, weight).
  - Ex: brands, clothes & accessories, consumption.
  - Sale, shopping malls, grocery shopping, local markets, supermarkets, etc

- **Cuisine**
  - Food habits, different cuisine, preferences and choices. etc
  - Ordering food, menu, recipes, etc.
  - Place an order for a meal / Eating out in a restaurant /at the cafe (with or without the menu).

Topic C - Health, Education & Technology

- **Home Life**
  - Domestic animals, guests & outings, family life etc.
  - Household chores & pocket money.
- **Fitness and Well-being**
  - Food choices and lifestyle.
  - Stress, pressure, anxiety, etc.
  - The human body, health and illness, advice and precautions, visit to a doctor, pharmacist etc.
  - Present one's medical problem to a doctor, social activities, fitness and body care.
  - Medical emergency & assistance.
- **Media & Technologies**
  - Current affairs, stories, social trends, TV programmes, press, Internet, print & visual media, journals, radio and TV.
  - Read notices, posters, catalogues, timetables, brochures, menus, advertisements, signs, etc.
  - Technology in everyday life, social media, mobile and current technology trends, etc.
- **Studies and Future Plans**
  - Institutions, the school system, the classroom subjects, the academic year, and school activities. school experiences.
  - Education system and training, learning tools and subjects.
  - Life at school/college.
  - Higher education & career choices.
  - Future plans & ambition.
  - Language learning.

Topic D: The World Around

- **Home and Locality**
  - City/village life.
  - Description of one's home and the surroundings, shops and places in the vicinity.
- **The Environment**
  - The natural world, seasons, climate and the weather.
  - Social issues: Charity/voluntary work.
  - Global issues: Poverty/homelessness, deforestation, natural environmental problems/disasters, causes and solutions, World Environment Day, Earth Day, etc.
- **Entertainment**
  - Ex. cinema, concerts, theatre, park, entertainment, social media/network, television, newspapers, etc.
- **Services**
  - Basic services at public places at the hotel, airport, shops, train station, restaurant, library, in a post office, a bank, etc
  - Buy tickets (film, train, play, etc.)