ISC

INDIAN SCHOOL CERTIFICATE EXAMINATION

YEAR 2028



MODERN FOREIGN LANGUAGES

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

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- 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 (826), (b) Tibetan (835), (c) Modern Armenian (833) (d) Thai (830) (e) Portuguese (840)

CLASSES XI & XII

There will be two papers in the subject:

Paper I - *Theory: 3 hours…… 80 Marks*

Paper II - *Project Work ……. 20 Marks*

PAPER I (THEORY): 80 Marks

*There will be **one** paper of **three** hours duration of 80 marks.*

1. A short composition in the language. A choice of subjects will be given.
2. A passage in the language for unprepared translation into English.
3. An unseen passage in the language with questions based upon it. Candidates may be required to make a summary in the language of part of the passage and to answer other questions of the following types: explanation of individual words or phrases or sentences; questions to test comprehension. Questions of all these types will not necessarily be set at any one given examination.
4. Questions on prescribed textbooks for the given language. Candidates will be required to answer two questions on one or two of the prescribed textbooks.

In Foreign languages for which texts are not available, Part 4 will consist of -

(a) one passage for translation from the language into English.

(b) one passage for translation from English into the language.

Schools that have candidates offering a foreign language should consult/contact the CISCE in time, regarding prescribed textbooks.

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

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

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

PAPER II (PROJECT WORK): 20 Marks

In addition to the syllabus prescribed above, candidates are also required to be assessed in Project Work.

Details of the same are given below:

PROJECT WORK FOR CLASS XI

Project Work in Class XI comprises of assessment of candidates in Listening, Speaking and Writing skills. These are to be ***assessed internally*** by the school, during course work and shown in the candidate's report and school record.

Candidates are to be assessed in ***three*** projects, one each on **Listening, Speaking** and **Writing Skills.**

Details of Projects in Listening, Speaking and Writing Skills are given below:

Listening Skills

An unseen passage of about 500 words or a poem (of appropriate length) may be read aloud, twice, the first time at normal reading speed and the next time at a slower speed. The passage/poem may be taken from any book, newspaper, magazine, journal and so on but **not from an ICSE or ISC textbook**. A suitable audio clip may also be used.

Candidates may make brief notes during the readings/playing of the audio clip, followed by answering objective type questions based on the passage/poem/audio clip, on the paper provided.

Speaking Skills

Candidates are to be assessed through an individual presentation, e.g. extempore speaking, declamation, recitation, debate, of about three minutes followed by a discussion with the subject teacher, for another two or three minutes.

List of suggested assignments for Project Work:

1. Narrating an experience
2. Giving directions or instructions on how to make or operate something
3. Providing a description
4. Giving a report
5. Expressing an opinion or a theme-based conversation
6. Giving a speech on a selected topic.

Writing Skills (Language/Literature)

Candidates will be required to undertake ***one written assignment of about 200 words*** on any aspect of Language /Literature syllabus covered in Class XI.

List of suggested assignments for Project Work:

1. Product/process description
2. Description of an event
3. Summary or paraphrase of a chosen text from the syllabus
4. Providing an alternate title to a given text and giving a justification for the same.
5. Selecting another story/poem on a theme studied in the syllabus and writing a summary of it.
6. Giving an alternative title to a story or poem and justifying the same.

EVALUATION

Internal Evaluation by the Teacher (20 Marks):

Assessment Criteria	Description	Marks
Listening Skills (Aural)	Response to questions based on listening comprehension	6
Speaking Skills (Oral)	Content, Fluency, Vocabulary, Sentence structure, Confidence level	6
Writing Skills	Process, Content, Presentation, Originality	8
TOTAL		**20**

PROJECT WORK FOR CLASS XII

Project Work in Class XII comprises of assessment of candidates in ***three*** projects, ***one each*** on **Listening, Speaking** and **Writing Skills**.

Listening and Speaking skills are to be **assessed internally**, by the School in Class XII.

Writing Skills are to be **assessed externally** by the **Visiting Examiner, appointed locally and approved by the CISCE.**

Details of assignments for Project Work are given below:

Listening Skills (to be internally assessed by the subject teacher)

An unseen passage of about 500 words or a poem (of appropriate length) may be read aloud, twice, the first time at normal reading speed and the next time at a slower speed. The passage/poem may be taken from any book, newspaper, magazine, journal and so on but **not from an ICSE or ISC textbook**. A suitable audio clip may also be used.

Candidates may make brief notes during the readings/playing of the audio clip, followed by answering objective type questions based on the passage/poem/audio clip, on the paper provided.

Speaking Skills (to be internally assessed by the subject teacher)

Candidates are to be assessed through an individual presentation, e.g. extempore speaking, declamation, recitation, debate, of about three minutes followed by a discussion with the subject teacher, for another two or three minutes.

List of suggested assignments for Project Work:

1. Narrating an experience
2. Giving directions or instructions on how to make or operate something
3. Providing a description
4. Giving a report
5. Expressing an opinion or a theme-based conversation
6. Giving a speech on a selected topic.

Writing Skills (Language/Literature): to be assessed externally by the Visiting Examiner

Candidates will be required to undertake ***one written assignment of about 250 words*** on any aspect of Language /Literature syllabus covered in Class XII.

List of suggested assignments for Project Work:

1. Summarising / paraphrasing of the chosen text.
2. An autobiographical experience.
3. Review of a book/serial/play/performance.
4. Writing a short story based on a poem.
5. Writing a poem based on a story.
6. Analysing the relevance of a selected story/couplets in the present-day context.
7. Imagining an alternate outcome or ending or extension of the chosen text and its impact on the plot/setting/characters/mood and tone.
8. Imagining oneself as one of the main characters of the story/novel/drama and describing what one would like to change in the story/novel/drama, giving reasons for the same.
9. Analysing the theme of the story/poem/novel and expressing one's opinion on the same.

EVALUATION

Marks (out of a total of 20) should be distributed as given below:

1.	Internal Evaluation **by the Teacher*** Listening Skills (Aural) Speaking Skills (Oral)	 5 Marks 5 Marks
2.	External Evaluation **by the Visiting Examiner** of Writing Skills**	10 Marks
TOTAL		**20 Marks**

***Internal Evaluation by the Teacher (10 Marks)**

S. No.	Assessment Criteria	Description	Marks
1.	Listening Skills (Aural)	Response to questions based on listening comprehension	5
2.	Speaking Skills (Oral)	Content, Fluency, Vocabulary, Sentence structure, Confidence	5
TOTAL			**10**

****Evaluation by the Visiting Examiner**

(10 Marks)

Assessment Criteria and Description		Marks
1.	Title and introduction	1
2.	Presentation (Overall formatting: headings/ sub-headings, paragraphing, writing within the word limit and providing a separate title page)	3
3.	Content (Present an organised and well-structured complete assignment with proper introduction, main body and conclusion/comments)	5
4.	Originality	1
TOTAL		**10**

NOTE: No question paper for Project Work will be set by CISCE.

FRENCH (828)

Aims:

1. To equip learners with intermediate competencies in the four language skills – reading, writing, listening and speaking.
2. To use the language effectively and appropriately in various contexts that learners are likely to encounter in school contexts or during travel abroad.
3. To support learners in expressing their opinions by developing simple argumentation and by effectively communicating in personal and social contexts.
4. To deepen intercultural awareness and appreciation of the global diversity of languages.

Overview of Language Competencies Acquired Upon Completion of the Course

At the end of this course, language learners will demonstrate intermediate proficiency in all core areas of communication. The following outlines the overview of competencies in reading, writing, listening and speaking as defined by the CEFRL (Common European Framework of Reference for Languages) for **B1+ level.**

Reading Comprehension	Written Expression	Listening Skills	Oral/Speaking Skills
• Can read and comprehend with a reasonable degree of independence. • Has a relatively broad active reading vocabulary, with a limited understanding of idioms.	• Can write detailed and well-organised texts on a range of familiar subjects within the learner's field of interest, by linking a series of shorter discrete elements into a linear sequence.	• Can understand straightforward information and short narratives about routine or work/school/leisure-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. • Can understand the key points of clear standard speech by a native speaker.	• Gives straightforward descriptions and presentations on a range of subjects related to their field of interest, explaining the main points in an idea or problem with reasonable precision and clarity. • Can handle conversations independently and participate in discussions on familiar subjects

CLASSES XI & XII

There will be two papers in the subject:

Paper I - *Theory: 3 hours…… 80 Marks*

Paper II - *Project Work ……. 20 Marks*

PAPER I (THEORY): 80 MARKS

*There will be **one** paper of **three** hours duration of 80 marks.*

1. Composition (20 Marks)

Candidates will be required to write, in French, one composition of **180-200 words**. Possible types of compositions include a **narrative text** recounting a past event, a **descriptive text,** an **argumentative text** or a **critique of a book or film**. A choice of topics will be offered.

2. Email and Letter Writing (20 Marks)

Candidates will be required to write an email or a letter of around **120-150 words** from a choice of either a **formal** *(candidature, plainte/mécontentement, réclamation)* or a **semi-formal** *(demande de renseignement, correspondance avec un responsable, organisation pratique)* format. Suggestions may be given. The layout of the email or letter with an appropriate subject line, introduction, conclusion, etc., will form part of the assessment.

3. Comprehension (30 Marks)

Candidates will be required to complete two to three reading tasks based on informative texts in French. One of the tasks can involve one or more **practical documents** such as brochures, leaflets, or prospectuses. Candidates may be asked to extract and compare information and interpret content accurately in realistic, everyday contexts.

The second or third tasks will each be based on **simplified articles** taken from general-interest media, approximately **300 to 350 words** in length. Questions will include multiple-choice, true/false, or short written responses.

4. Grammar (10 Marks)

Candidates will complete short, focused tasks to assess grammatical accuracy and range. These may include fill-in-the-blank exercises, multiple-choice questions, and sentence transformations (e.g., into reported speech or using a given connector). Tasks will be situation-based, requiring application of grammar in everyday contexts. For example, completing a dialogue with the correct verb forms or rewriting direct speech as indirect, grammar concepts are assessed through a text with fill-in-the-blank questions, with the relevant

The focus will be on functional use of grammar rather than on detailed knowledge of grammatical definitions.

The questions on grammar will include the following:

A. Tenses & Moods

- *Plus-que-parfait passé composé* and *imparfait*
- Using past tenses in narrative
- Dependant clauses in future and past tenses
- The *conditionnel présent* (present conditional)
- Expressing feelings, wishes, obligations, will, hypotheses, and imaginary situations using the conditional
- *Subjonctif présent* (present subjunctive) to express feelings and obligations
- Difference between *subjonctif* and *indicatif* (e.g., *j'aime que, j'espère que, je crois que*)
- Subjunctive with expressions like *il faut que / il ne faut pas que*
- Verbs/conjunction + subjunctive or infinitive

B. Verbs & Verbal Structures

- Propositions with "what if…" (*si + imparfait*)
- Indirect speech in the present (*discours indirect au présent : que, si*)
- Prepositional verbs & Prepositional Adjectives
- Expressing hypotheses:
- *si + présent → présent / futur* (certain)
- *si + imparfait → conditionnel présent* (uncertain)
- Nominalising verbs (*la nominalisation des verbes*)
- Gerund (*le gérondif*), passive voice (*la voix passive*)

C. Pronouns

- Double pronominalisation (placement of COD and COI)
- Indefinite pronouns (*plusieurs, quelques, certains*...)
- Pronouns *en* (for quantity) and *y* (for place with *verbe + à / verbe + de*)
- Relative pronouns and compound relative pronouns (*auxquelles, desquels*, etc.)

D. Sentence Structures & Style

- Past participle and its agreement (*le participe passé et son accord*)
- Using emphasis/focus structures (*la mise en relief*) – *ce qui, ce que, ce dont* (e.g. *Ce que je veux dire, c'est que...)*

E. Connectors & Cohesion

- Cause: *car, comme, puisque, grâce à, en effet*
- *Conséquence: c'est pourquoi, voilà pourquoi, par conséquent*
- Purpose: *pour que (*subj.*), afin de* (inf.), *afin que* (subj.)
- Opposition: *alors que, au contraire*
- Concession: *bien que, cependant, malgré, pourtant, néanmoins, quand même, tout de même*
- Other connectors: *également, aussi*
- Chronological / conclusion connectors: *finalement, à la fin*

F. Adverbs & Prepositions

- Adverbs of quantity: *environ, presque, autant...*
- Adverbs of manner: *finalement, prudemment, brièvement...*
- Time adverbs: *autrefois, aussitôt, récemment*
- Time indicators: *la veille, le lendemain, dès que, d'ici, dans, vers*
- Prepositions of place: *par, en…*

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

Suggested books:

- Imagine 3, Didier Publications
- Edito B1, Didier Publications
- Décibel, Goyal Publications
- Explore, Goyal Publications

NOTE: The Class XII - ISC examination paper will be set on the entire syllabus prescribed for the subject.

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

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

GUIDELINES FOR MARKING WITH GRADES (CLASS XI & XII)

TASKS IN WRITTEN PRODUCTION AND INTERACTION

Composition (20 Marks)

Grade	Pragmatic competences (8 M)		Creativity and Engagement (4M)	Linguistic competences (8 M)	
	Content (4M)	Coherence & cohesion (4M)		Vocabulary (4M)	Grammar (4M)
I (Expectations fully met) (16 M - 20M)	The candidate can develop a well-structured reasoning/text**,** providing justifications, for or against. Can illustrate his arguments with concrete and varied examples.	The candidate can produce clear, coherent, and well-structured text using appropriate connectors. The punctuation and format are logical and enhance the reader's comprehension.	The candidate shows originality in approach and content, offering a personal perspective or inventive angle. Ideas are thoughtful and engaging, with clear signs of imagination and initiative. The text reflects the candidate's voice and intent, avoiding overused or memorised expressions.	The candidate has a relatively broad vocabulary range, allowing them to communicate on common social topics. Spelling errors are occasional and occur mainly when using complex vocabulary.	The candidate has a good grammatical grasp of common, complex, and grammatical structures, **producing frequently extended sentences, well linked together.** Occasional errors may still occur, but they in no way hinder comprehension.
II (Expectations partially met) (11M - 15M)	The candidate can express their opinion through a continuous text relying on a few concrete examples.	The candidate can produce continuous text, using a few connectors. Format and punctuation are not always appropriate.	The candidate shows some attempt at originality or personal expression, but ideas may remain somewhat predictable or underdeveloped. There is limited creativity or variation in content, and the text may rely on familiar or rehearsed patterns.	The candidate possesses a common vocabulary in connection with familiar subjects and everyday situations, but the range is too limited to respond fully to the task. Spelling errors still occur, but do not hinder comprehension.	The candidate can properly use simple syntactic structures and tries to use common complex structures. Errors are frequent when expressing more complex ideas.
III (Expectations not met) (3 M - 10 M)	The candidate can communicate their point of view via a sequence of simple sentences, but the	The candidate can write a sequence of sentences, but not a coherent text.	The response lacks originality or personal input. Ideas are generic, repetitive, or mechanical, with little to no evidence of creative	The candidate possesses very simple vocabulary, which is inadequate to respond to the task.	The candidate struggles even with simple syntactic structures.

	lack of clarity and examples hinders comprehension.	Format and punctuation may hinder understanding.	engagement or individual voice. The task may appear overly formulaic or derivative.	Spelling errors are frequent.	
IV (Not Attempted or Insufficient Response) (0 - 2M)	The task is not attempted (*copie blanche*), or the content is off-topic or too minimal to assess				

Letter and Email Writing (20 marks)

Grade	Pragmatic competences (8marks)		Sociolinguistic competence (4 marks)	Linguistic competences (8marks)	
	Content (4)	Coherence & cohesion (4)		Vocabulary (4)	Grammar (4)
I (Expectations fully met) (16 M - 20M)	The candidate can develop well-structured reasoning, providing justifications for or against and can illustrate their arguments with concrete and varied examples.	The candidate can produce clear, coherent, and well-structured text using appropriate connectors. The punctuation and format are logical and enhance the reader's comprehension.	The candidate can adapt their style and tone (formal/semi-formal) of writing to suit the situation. Confusions of tone are rare.	The candidate has a relatively broad vocabulary range, allowing them to communicate on common social topics. Spelling errors are occasional and occur mainly when using complex vocabulary.	The candidate has a good grammatical grasp of common and complex grammatical structures. Occasional errors may still occur, but they in no way hinder comprehension.
II (Expectations partially met) (11M - 15M)	The candidate can express their opinions through a continuous text relying on a few concrete examples.	The candidate can produce a coherent text, using limited connectors. Format and punctuation are not always appropriate.	Can express himself using appropriate expressions to suit the situation, but confusions in tone (formal/semi-formal) remain.	The candidate possesses a common vocabulary in connection with familiar subjects and everyday situations, but the range is too limited to respond fully to the task. Spelling errors still occur, but do not hinder comprehension.	The candidate can properly use simple syntactic structures and tries to use common complex structures. Errors are frequent when expressing more complex ideas..

III (Expectations hardly met) (3M - 10M)	The candidate has difficulty in communicating their point of view via a sequence of simple sentences, and the lack of clarity and examples hinders comprehension.	The candidate can write a sequence of sentences, but not a coherent text. Format and punctuation may hinder understanding.	The candidate has very limited usage of expressions and is unable to adapt the tone (formal/semi-formal) to the situation.	The candidate possesses very simple vocabulary, which is inadequate to respond to the task. Spelling errors are frequent.	The candidate struggles even with simple syntactic structures.
IV (Insufficient Response) (0 - 2M)	The task is not attempted (*copie blanche*) or the content is off-topic or too minimal to assess				

PAPER II (PROJECT WORK): 20 Marks

In addition to the syllabus prescribed above, candidates are also required to be assessed in Project Work.

Details of the same are given below:

Project Work for Class XI

Project Work in Class XI comprises the assessment of candidates in Listening and Speaking skills. These are to be assessed internally by the school, during coursework and shown in the candidate's report and school record.

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

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

Project Work for Class XII

Project Work in Class XII comprises an assessment of candidates in Listening and Speaking Skills.

Class XII: Four assessments (of both listening and speaking skills) in the course of the year, with the fourth one assessed by a Visiting Examiner*.

Class XII	Examiner
Assessment 1	Subject Teacher
Assessment 2	Subject Teacher
Assessment 3	Subject Teacher
Assessment 4 – Final ISC Board Examinations	**Visiting Examiner***

Note*:The Visiting Examiner will be appointed locally and approved by CISCE.

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

Pattern of Assessment

A. **Listening Skills**

2-3 short audio clips by a native speaker of 2 -3 min duration may be used. Each audio clip is to be played twice at a moderately slow pace. The questions can be objective-type questions based on the audio clip, on the paper provided.

Examples of the nature of Audio Clip:

- Dialogue on everyday life situations
- Radio broadcast on contemporary or professional topics.

NOTE: 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

Candidates will be assessed through a **test divided into three tasks**, with a total duration of 12 to 15 minutes per candidate. Preparation time (of a total of *20 minutes* per candidate) will be provided for Task 3.

Task 1: Interaction (1–2 minutes)

The examiner asks questions in French about the candidate's daily life.

Topics can include work, studies, family, hobbies, future plans, learning French, etc., from the prescribed topics under the ***annexe.***

Example Questions:

- Can you introduce yourself?
- Tell me about your family.
- What are your hobbies?
- What are your plans for the future?
- Where did you spend your last holidays?
- Tell me about your favourite book/movie/singer

Task 2: Problem-solving (3–4 minutes)

The candidate is given a situation in which they must resolve a problem. The candidate will need to actively engage with the examiner, propose solutions, argue, and negotiate.

Example Situations:

- You are on vacation in France. You get out of the bus and realise that you no longer have your wallet (identity document, passport, money). You go to the police station to explain your situation and ask how to get your identity documents back. The examiner plays the role of the French police officer.
- You ask your French teacher if it is possible to organise a “French-speaking” weekend with your class. He refuses. You ask him the reasons for his refusal, then you explain to him the interest of the project and offer to participate in the organisation. The examiner plays the role of the French teacher.

Task 3: Expression of a Point of View (3–5 minutes)

The candidate will deliver an *individual presentation* of discourse on a contemporary issue for about **3–5 minutes.**

Candidates are to be assessed through a prepared individual oral presentation of **3-5 minutes**, in the form of a personal reflection based on **a short article (max 10 lines) on a contemporary issue**. The examiner may ask a few follow-up questions afterwards.

The presentation must have 3 parts – ***introduction, development*** (with arguments and personal opinions) and ***conclusion.***

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

Evaluation

The Subject Teacher and the Visiting Examiner, as appointed by the school and approved by CISCE, will evaluate the Candidates 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 XI and XII. These include copies of the listening 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 XII) examinations of the candidates concerned.

INTERNAL ASSESSMENT - GUIDELINES FOR MARKING WITH GRADES

LISTENING ASSESSMENT (CLASS XI & XII)

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:
*The above 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 candidates 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 XI & XII)

Grade	Pragmatic and sociolinguistic competences (6M)			Linguistic competences (4M)		Marks per competence
	Task 1 Directed interview	**Task 2** Role play	**Task 3** Monologue of 4 to 6 min (with 20 min preparation)	**Grammar & Vocabulary**	**Phonetics**	
I (Expectations fully met)	The candidate can communicate with assurance on familiar or unfamiliar subjects, in relation to their field of interests.	The candidate can successfully complete the task in a spontaneous and efficient manner. Can deal with unforeseen situations and defend his point of view convincingly. Consistently uses a tone (formal/informal) appropriate to the situation.	The candidate can present the issue raised by the task using a brief introduction. Can give their point of view based on specific arguments and provide relevant examples to support his remarks. Can produce generally well-organised speech, using connectors.	The candidate has a sufficiently large vocabulary to be able to communicate without much restrictions on subjects relating to their field of interest and current social subjects, as well as to manage in unpredictable daily situations. Has a good grammatical grasp of the most frequent syntactic structures and complex grammatical forms.	The candidate has acquired generally correct pronunciation, intonation and accentuation. Any pronunciation difficulties does not hinder comprehension.	**2**
II (Expectations partially met)	The candidate can introduce themself clearly and carry out a simple description of various subjects in their familiar field or area of interest. Can interact with the examiner by providing details, but still lacks confidence..	The candidate can complete the task using simple and adequate speech functions. Can exchange, verify and confirm information and explain why there is a difficulty. The tone (formal/informal) is adapted, despite occasional confusions.	The candidate can identify the theme raised in the topic. Can give their opinion in a simple way and rely on some personal examples. Some passages in the production may lack organisation and/or clarity.	The candidate correctly uses simple vocabulary, but its scope is still too limited to deal with common social topics. Can use common syntactic and simple structures, but has difficulty maintaining this accuracy when expressing a more elaborate idea.	The pronunciation is generally comprehensible, but there are some hesitation in the intonation and the accentuation.	**1**
III	The candidate can	The candidate struggles to	The candidate is unable to	The candidate has an	The candidate can	**0.5**

(Expectations not met)	introduce themself in the form of short, simple, unconnected statements. Hesitations are frequent.	complete the task, Speech functions are limited or redundant. Can use basic polite forms, but confuses tone (formal/informal).	correctly identify the theme of the document. Struggles to state their point of view. Repetitions are frequent and the examiner needs to help by asking questions and rephrasing answers to pursue the discussion.	elementary vocabulary that is too limited to address tasks. Makes errors even while using simple grammatical forms.	pronounce a repertoire of basic words and expressions correctly, but the examiner may sometimes need to ask the candidate to repeat for clearer understanding.	
IV (Not Attempted or Insufficient Response)	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.	**0**

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 intermediate language proficiency at the ISC level, broadening exposure to French culture and society, while developing functional language skills for everyday contexts.

1. Topic A: Culture

Entertainment

- Types of popular entertainment: cinema, TV/streaming, gaming, internet
- The role of entertainment in our lives
- Celebrity culture: role models, idols, responsibilities.

Identity and culture

- Expressing identity through style and appearance, language, association with particular groups, and fashion.
- Preserving/respecting cultural heritage, sites /monuments, festivals, traditions.

The arts

- Theatre, music, visual arts, dance, literature, and film
- Access to the arts, funding (commercial /governmental), awards/prizes, representation/diversity.

2. Topic B: Health & well-being

Health and fitness

- The role of sport in society, fair play, individual versus team sports, and national sports events.
- Physical health, the importance of exercise/diet.
- Mental health and happiness, sleep, mental health awareness, and self-esteem.
- Healthcare provision

Nutrition

- Different types of diet/eating habits
- Environmental impact of food production, organic foods, food waste and shortage.
- Ethics of food production, fair trade, food labelling, and government intervention.

Managing well-being

- Work–life balance
- Importance of leisure activities
- Relaxation

3: Topic C: Education and future plans

Life at school

- Different education systems
- Student issues: discipline, workload, time management, organisation of the school day/year
- School as preparation for future life.

Further/higher education

- Access and barriers to further/higher education
- Costs versus benefits of further/higher education
- Alternatives to further/higher education: vocational education, apprenticeships, gap years.

Career/work choices

- Different career options
- The world of work, different workplaces and working practices, employment and unemployment

- Money versus job satisfaction, volunteering, working for charities

4: Topic C- Community and society

Equality and diversity

- Inclusivity, diversity, gender equality, and social mobility.
- Prejudices within society: racism, etc.
- Immigration, refugees, integration.

Lifestyle

- Friends, family and relationships, generation gap, changing patterns of family life.
- Quality of life: where we live, differences between urban/rural/coastal life, changing patterns in where people live, overcrowding and its consequences, social isolation.
- Lifestyle choices: relationships, diet, fashion, self-expression, values, goals.

Society

- Social organisation, law and order, local and national governance, communities
- National and global citizenship
- Rights and responsibilities of individuals, governments.

5: Topic D - Our responsibility for the planet

The environment

- Global warming, climate change and pollution, possible solutions, governmental intervention, impact on the economy.
- Preserving biodiversity/ecosystems, treatment of animals.
- Impact of growing population

Sustainable living

- Use of natural resources and recycling, waste disposal, consumerism/overconsumption
- Sources and use of energy: fossil fuels, renewable energy, energy and geopolitics, impact of energy production on local environment and landscape
- Reducing environmental impact, individual choices in housing, food, and travel.

Protecting our world:

- Travel and tourism: sustainable tourism, benefits of travel
- Global cooperation versus national agendas
- The role of individuals versus the role of industry/governments, and environmental movements.

6: Topic E - Science and technology

Scientific and technological innovation

- Medical Advances, ethics of research
- Smart technology, privacy and security
- Artificial Intelligence

Social media

- Digital media, benefits and dangers
- Communication technology
- Online communities

Technology

- Access to technology
- Technology in education and in the workplace

GERMAN (829)

Aims:

1. To equip learners with intermediate competencies in the four language skills – reading, writing, listening and speaking.
2. To use the language effectively and appropriately in various contexts that learners are likely to encounter in school contexts or during travel abroad.
3. To support learners in expressing their opinions by developing simple argumentation and by effectively communicating in personal and social contexts.
4. To deepen intercultural awareness and appreciation of the global diversity of languages.

Overview of Language Competencies Acquired Upon Completion of the Course

At the end of this course, language learners will demonstrate intermediate proficiency in all core areas of communication. The following outlines the overview of competencies in reading, writing, listening and speaking as defined by the CEFRL (Common European Framework of Reference for Languages) for **B1+ level.**

Reading Comprehension	Written Expression	Listening Skills	Oral/Speaking Skills
• Can read and comprehend with a reasonable degree of independence. • Has a relatively broad active reading vocabulary, with a limited understanding of idioms.	• Can write detailed and well-organised texts on a range of familiar subjects within the learner's field of interest, by linking a series of shorter discrete elements into a linear sequence.	• Can understand straightforward information and short narratives about routine or work/school/leisure-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. • Can understand the key points of clear standard speech by a native speaker.	• Gives straightforward descriptions and presentations on a range of subjects related to their field of interest, explaining the main points in an idea or problem with reasonable precision and clarity. • Can handle conversations independently and participate in discussions on familiar subjects

CLASSES XI & XII

There will be two papers in the subject:

Paper I - *Theory: 3 hours…… 80 Marks*

Paper II - *Project Work ……. 20 Marks*

PAPER I (THEORY): 80 MARKS

*There will be **one** paper of **three** hours duration of 80 marks.*

1. Composition (20 Marks)

Candidates will be required to write, in German, one composition of 180-200 words Possible types of compositions include a narrative text (*Erzählungstext*) recounting a past event, a descriptive text (*Beschreibungstext*) and critique of a book or film. A choice of topics will be offered.

2. Email and Letter Writing (20 Marks)

Candidates will be required to write a letter or an email of 120 - 150 words from a choice of either a formal (*formell*) or a semi-formal (*halb formell*) format. Suggestions may be given. The layout of the letter and email with an appropriate subject line, introduction, conclusion, etc., will form part of the assessment.

3. Comprehension (30 Marks)

Candidates will be required to complete two to three reading tasks based on informative texts in German. One of the tasks can involve one or more practical documents such as brochures, leaflets, or prospectuses. Candidates may be asked to extract and compare information and interpret content accurately in realistic, everyday contexts.

The second or third tasks will each be based on simplified articles taken from general-interest media, approximately 300 to 350 words in length. Questions will include multiple-choice, true/false, or short written responses.

4. Grammar (10 Marks)

Candidates will complete short, focused tasks to assess grammatical accuracy and range. These may include fill-in-the-blank exercises, multiple-choice questions, and sentence transformations (e.g., into reported speech or using a given connector). Tasks will be situation-based, requiring application of grammar in everyday contexts. For example, completing a dialogue with the correct verb forms or rewriting direct speech as indirect speech, grammar concepts are assessed through a text with fill-in-the-blank questions.

The focus will be on functional use of grammar rather than on detailed knowledge of grammatical definitions.

The questions on grammar will include the following:

A. TENSES & MOODS

Präteritum von regelmäßigen und unregelmäßigen Verben

Plusquamperfekt - using past tenses in narrative

Dependent clauses in future and past tenses

Expressing feelings, wishes, obligations, will, hypotheses, and imaginary situations using the conditional

Präsens (present subjunctive) to express feelings and obligations

Partizip I - ein lachendes Baby- das lachende Baby , ein bellender Hund,- der bellende Hund, eine aktive Frau- die aktive Frau

Konjunktiv II -Könntest du mir bitte den Kuli geben? Was würdest du machen, wenn du ein Vogel wärst? Wenn ich Millionär wäre, ……

Passiv in allen 4 Fällen - Die Studenten werden/ wurden/ informiert . /sind …..informiert worden

Passiv Präsens mit Modalverben

Genitiv Präpositionen - während, außerhalb, wegen

Indirekte Fragen (Kannst du mir sagen, ob du morgen kommst?)

Nominalisierung der Verben (lesen - das Lesen)

N- Deklination (der Junge - ohne den Jungen - mit dem Jungen)

Zweiteilige Konjunktion - nicht nur….sondern auch , weder ….. noch

Modale Nebensätze - anstatt, statt ,statt dass,

Temporale Nebensätze - Konjunktionen- seit /seitdem

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

Suggested books:

(i) **Beste Freunde B1.2** (For both years), Hueber Publications, Published in India by Goyal Publishers.
(ii) *Optional Reference Material:* **Deutsch im Einsatz** (Coursebook with Cambridge Elevate Edition), Cambridge University Press

NOTE: The Class XII - ISC examination paper will be set on the entire syllabus prescribed for the subject.

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

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

GUIDELINES FOR MARKING WITH GRADES (CLASS XI & XII)

TASKS IN WRITTEN PRODUCTION AND INTERACTION

Composition (20 Marks)

Grade	Pragmatic competences (8 M)		Creativity and Engagement (4M)	Linguistic competences (8 M)	
	Content (4M)	Coherence & cohesion (4M)		Vocabulary (4M)	Grammar (4M)
I (Expectations fully met) (16M - 20M)	The candidate can develop a well-structured reasoning/text, providing justifications, for or against. Can illustrate his arguments with concrete and varied examples.	The candidate can produce a clear, coherent, and well-structured text using appropriate connectors. The punctuation and format are logical and enhance the reader's comprehension.	The candidate shows originality in approach and content, offering a personal perspective or inventive angle. Ideas are thoughtful and engaging, with clear signs of imagination and initiative. The text reflects the candidate's voice and intent, avoiding overused or memorised expressions.	The candidate has a relatively broad vocabulary range, allowing them to communicate on common social topics. Spelling errors are occasional and occur mainly when using complex vocabulary.	The candidate has a good grammatical grasp of common, complex, and grammatical structures, **producing frequently extended sentences, well-linked together.** Occasional errors may still occur, but they in no way hinder comprehension.
II (Expectations partially met) (11M - 15M)	The candidate can express their opinion through a continuous text relying on a few concrete examples.	The candidate can produce continuous text, using a few connectors. Format and punctuation are not always appropriate.	The candidate shows some attempt at originality or personal expression, but ideas may remain somewhat predictable or underdeveloped. There is limited creativity or variation in content, and the text may rely on familiar or rehearsed patterns.	The candidate possesses a common vocabulary in connection with familiar subjects and everyday situations, but the range is too limited to respond fully to the task. Spelling errors still occur, but do not hinder comprehension.	The candidate can properly use simple syntactic structures and tries to use common complex structures. Errors are frequent when expressing more complex ideas.
III (Expectations not met) (3M - 10M)	The candidate can communicate their point of view via a sequence of simple sentences, but the lack of clarity and examples	The candidate can write a sequence of sentences, but not a coherent text. Format and	The response lacks originality or personal input. Ideas are generic, repetitive, or mechanical, with little to no evidence of creative engagement or individual voice.	The candidate possesses a very simple vocabulary, which is inadequate to respond to the task.	The candidate struggles even with simple syntactic structures.

	hinders comprehension.	punctuation may hinder understanding.	The task may appear overly formulaic or derivative.	Spelling errors are frequent.	
IV (Not Attempted or Insufficient Response) (0M - 2M)	The task is not attempted (*copie blanche*) or the content is off-topic or too minimal to assess				

Letter and Email Writing (20 marks)

Grade	Pragmatic competences (8marks)		Sociolinguistic competence (4 marks)	Linguistic competences (8marks)	
	Content (4)	Coherence & cohesion (4)		Vocabulary (4)	Grammar (4)
I (Expectations fully met) (16 M - 20M)	The candidate can develop well-structured reasoning, providing justifications for or against and can illustrate their arguments with concrete and varied examples.	The candidate can produce clear, coherent, and well-structured text using appropriate connectors. The punctuation and format are logical and enhance the reader's comprehension.	The candidate can adapt their style and tone (formal/semi-formal) of writing to suit the situation. Confusions of tone are rare.	The candidate has a relatively broad vocabulary range, allowing them to communicate on common social topics. Spelling errors are occasional and occur mainly when using complex vocabulary.	The candidate has a good grammatical grasp of common and complex grammatical structures. Occasional errors may still occur, but they in no way hinder comprehension.
II (Expectations partially met) (11M - 15M)	The candidate can express their opinions through a continuous text relying on a few concrete examples.	The candidate can produce a coherent text, using limited connectors. Format and punctuation are not always appropriate.	Can express himself using appropriate expressions to suit the situation, but confusion in tone (formal/semi-formal) remains.	The candidate possesses a common vocabulary in connection with familiar subjects and everyday situations, but the range is too limited to respond fully to the task. Spelling errors still occur, but do not hinder comprehension.	The candidate can properly use simple syntactic structures and tries to use common complex structures. Errors are frequent when expressing more complex ideas.
III	The candidate has difficulty	The candidate can write	The candidate has very	The candidate possesses very	The candidate struggles even

(Expectations hardly met) (3M - 10M)	in communicating their point of view via a sequence of simple sentences, and the lack of clarity and examples hinders comprehension.	a sequence of sentences, but not a coherent text. Format and punctuation may hinder understanding.	limited usage of expressions and is unable to adapt the tone (formal/semi-formal) to the situation.	simple vocabulary, which is inadequate to respond to the task. Spelling errors are frequent.	with simple syntactic structures.
IV (Insufficient Response) (0 - 2M)	The task is not attempted (*copie blanche*) or the content is off-topic or too minimal to assess				

PAPER II (PROJECT WORK): 20 Marks

In addition to the syllabus prescribed above, candidates are also required to be assessed in Project Work.

Details of the same are given below:

Project Work for Class XI

Project Work in Class XI comprises the assessment of candidates in Listening and Speaking skills. These are to be assessed internally by the school, during coursework and shown in the candidate's report and school record.

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

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

Project Work for Class XII

Project Work in Class XII comprises an assessment of candidates in Listening and Speaking Skills.

Class XII: Four assessments (of both listening and speaking skills) in the course of the year, with the fourth one assessed by a Visiting Examiner*.

Class XII	Examiner
Assessment 1	Subject Teacher
Assessment 2	Subject Teacher
Assessment 3	Subject Teacher
Assessment 4 – Final ISC Board Examinations	**Visiting Examiner***

Note*: The Visiting Examiner will be appointed locally and approved by CISCE.

Details and patterns of listening and speaking assessments are given in the following section.

Pattern of Assessment

A. Listening Skills

2-3 short audio clips by a native speaker of 2 -3 min duration may be used. Each audio clip is to be played twice at a moderately slow pace. The questions can be objective-type questions based on the audio clip, on the paper provided.

Examples of the nature of Audio Clip:

- Dialogue on everyday life situations
- Radio broadcast on contemporary or professional topics.

NOTE: 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

Candidates will be assessed through a **test divided into three tasks**, with a total duration of 12 to 15 minutes per candidate. Preparation time (of a total of *20 minutes* per candidate) will be provided for Task 3.

Task 1: Interaction (1–2 minutes)

The examiner asks questions in German about the candidate's daily life.

Topics can include work, studies, family, hobbies, future plans, learning German, etc., from the prescribed topics under the annexe.

Example Questions:

- Can you introduce yourself?
- Tell me about your family.
- What are your hobbies?
- What are your plans for the future?
- Where did you spend your last holidays?
- Tell me about your favourite book/movie/singer

Task 2: Problem-solving (3–4 minutes)

The candidate is given a situation in which they must resolve a problem. The candidate will need to actively engage with the examiner, propose solutions, argue, and negotiate.

Example Situations:

- You are on vacation in Germany. You get out of the bus and realise that you no longer have your wallet (identity document, passport, money). You go to the police station to explain your situation and ask how to get your identity documents back. The examiner plays the role of the local police officer.

- You ask your German teacher if it is possible to organise a "German-speaking" weekend with your class. He refuses. You ask him the reasons for his refusal, then you explain to him the interest of the project and offer to participate in the organisation. The examiner plays the role of the German teacher.

Task 3: Expression of a Point of View (3–5 minutes)

The candidate will deliver an *individual presentation* of discourse on a contemporary issue for about **3–5 minutes.**

Candidates are to be assessed through a prepared individual oral presentation of **3-5 minutes**, in the form of a personal reflection based on **a short article (max 10 lines) on a contemporary issue**. The examiner may ask a few follow-up questions afterwards.

The presentation must have 3 parts – ***introduction, development*** (with arguments and personal opinions) and ***conclusion.***

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

Evaluation

The Subject Teacher and the Visiting Examiner, as appointed by the school and approved by CISCE, will evaluate the candidates 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 XI and XII. These include copies of the listening 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 XII) examinations of the candidates concerned.

INTERNAL ASSESSMENT - GUIDELINES FOR MARKING WITH GRADES

LISTENING ASSESSMENT (CLASS XI & XII)

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:
*The above 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 Candidates 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 XI & XII)

Grade	Pragmatic and sociolinguistic competences (6M)			Linguistic competences (4M)		Marks per competence
	Task 1 Directed interview	**Task 2** Role play	**Task 3** Monologue of 4 to 6 min (with 20mins preparation)	**Grammar & Vocabulary**	**Phonetics**	
I (Expectations fully met)	The candidate can communicate with assurance on familiar or unfamiliar subjects, in relation to their field of interest.	The candidate can successfully complete the task in a spontaneous and efficient manner. Can deal with unforeseen situations and defend his point of view convincingly. Consistently uses a tone (formal/informal) appropriate to the situation.	The candidate can present the issue raised by the task using a brief introduction. Can give their point of view based on specific arguments and provide relevant examples to support their remarks. Can produce generally well-organised speech, using connectors.	The candidate has a sufficiently large vocabulary to be able to communicate without many restrictions on subjects relating to their field of interest and current social subjects, as well as to manage in unpredictable daily situations. Has a good grammatical grasp of the most frequent syntactic structures and complex grammatical forms.	The candidate has acquired generally correct pronunciation, intonation and accentuation. Any pronunciation difficulties do not hinder comprehension.	**2**
II (Expectations partially met)	The candidate can introduce themself clearly and carry out a simple description of various subjects in their familiar field or area of interest. Can interact with the examiner by providing details, but still lacks confidence.	The candidate can complete the task using simple and adequate speech functions. Can exchange, verify and confirm information and explain why there is a difficulty. The tone (formal/informal) is adapted, despite occasional	The candidate can identify the theme raised in the topic. Can give their opinion in a simple way and rely on some personal examples. Some passages in the production may lack organisation and/or clarity.	The candidate correctly uses simple vocabulary, but its scope is still too limited to deal with common social topics. Can use common syntactic and simple structures, but has difficulty maintaining this accuracy when expressing a more elaborate idea.	The pronunciation is generally comprehensible, but there are some hesitation in the intonation and the accentuation.	**1**

		confusion.				
III (Expectations not met)	The candidate can introduce themselves in the form of short, simple, unconnected statements. Hesitations are frequent.	The candidate struggles to complete the task. Speech functions are limited or redundant. Can use basic polite forms, but confuses tone (formal/informal).	The candidate is unable to correctly identify the theme of the document. Struggles to state their point of view. Repetitions are frequent, and the examiner needs to help by asking questions and rephrasing answers to pursue the discussion.	The candidate has an elementary vocabulary that is too limited to address tasks. Makes errors even while using simple grammatical forms.	The candidate can pronounce a repertoire of basic words and expressions correctly, but the examiner may sometimes need to ask the candidate to repeat for clearer understanding.	**0.5**
IV (Not Attempted or Insufficient Response)	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.	**0**

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 intermediate language proficiency at the ISC level, broadening exposure to German culture and society, while developing functional language skills for everyday contexts.

1. Topic A: Culture

Entertainment

- Types of popular entertainment: cinema, TV/streaming, gaming, internet
- The role of entertainment in our lives
- Celebrity culture: role models, idols, responsibilities.

Identity and Culture

- Expressing identity through style and appearance, language, association with particular groups, and fashion.
- Preserving and respecting cultural heritage, sites and monuments, festivals, traditions.

The Arts

- Theatre, music, visual arts, dance, literature, and films.
- Access to the arts, funding (commercial /governmental), awards and prizes, representation and diversity

2. Topic B: Health & Well-being

Health and Fitness

- The role of sport in society, fair play, individual versus team sports, and national sports events
- Physical health, the importance of exercise and diet.
- Mental health and happiness, sleep, mental health awareness, and self-esteem
- Healthcare provision

Nutrition

- Different types of diet and eating habits
- Environmental impact of food production, organic foods, food waste and shortage.
- Ethics of food production, fair trade, food labelling, and government intervention.

Managing Well-being

- Work–life balance
- Importance of leisure activities
- Relaxation and recreation

3: Topic C: Education and Future Plans

Life at School

- Different education systems
- Student issues: discipline, workload, time management, organisation of the school day and year
- School as preparation for future life.

Further/Higher Education

- Access and barriers to further/higher education
- Costs versus benefits of further/higher education
- Alternatives to further/higher education: vocational education, apprenticeships, gap years.

Career and Work Choices

- Different career options
- The world of work, different workplaces and working practices, employment and unemployment
- Money versus job satisfaction, volunteering, working for charities

4: Topic C- Community and Society

Equality and Diversity

- Inclusivity, diversity, gender equality, and social mobility.
- Prejudices within society: racism, etc.
- Immigration, refugees, integration.

Lifestyle

- Friends, family and relationships, generation gap, changing patterns of family life.
- Quality of life: where we live, differences between urban/rural/coastal life, changing patterns in where people live, overcrowding and its consequences, and social isolation.
- Lifestyle choices: relationships, diet, fashion, self-expression, values, goals.

Society

- Social organisation, law and order, local and national governance, communities
- National and global citizenship
- Rights and responsibilities of individuals, governments.

5: Topic D - Our Responsibility for the Planet

The Environment

- Global warming, climate change and pollution, possible solutions, governmental intervention, impact on the economy.
- Preserving biodiversity/ecosystems, treatment of animals.
- Impact of growing population

Sustainable Living

- Use of natural resources and recycling, waste disposal, consumerism/overconsumption
- Sources and use of energy: fossil fuels, renewable energy, energy and geopolitics, impact of energy production on local environment and landscape
- Reducing environmental impact, individual choices in housing, food, and travel.

Protecting our World:

- Travel and tourism: sustainable tourism, benefits of travel
- Global cooperation versus national agendas
- The role of individuals versus the role of industry/governments, and environmental movements.

6: Topic E - Science and Technology

Scientific and Technological Innovation

- Medical advances, ethics of research
- Smart technology, privacy and security
- Artificial Intelligence

Social Media

- Digital media, benefits and dangers
- Communication technology
- Online communities

Technology

- Access to technology
- Technology in education and in the workplace

SPANISH (836)

Aims:

1. To equip learners with intermediate competencies in the four language skills – reading, writing, listening and speaking.
2. To use the language effectively and appropriately in various contexts that learners are likely to encounter in school contexts or during travel abroad.
3. To support learners in expressing their opinions by developing simple argumentation and by effectively communicating in personal and social contexts.
4. To deepen intercultural awareness and appreciation of the global diversity of languages.

Overview of Language Competencies Acquired Upon Completion of the Course

At the end of this course, language learners will demonstrate intermediate proficiency in all core areas of communication. The following outlines the overview of competencies in reading, writing, listening and speaking as defined by the CEFRL (Common European Framework of Reference for Languages) for **B1+ level.**

Reading Comprehension	Written Expression	Listening Skills	Oral/Speaking Skills
• Can read and comprehend with a reasonable degree of independence. • Has a relatively broad active reading vocabulary, with a limited understanding of idioms.	• Can write detailed and well-organised texts on a range of familiar subjects within the learner's field of interest, by linking a series of shorter discrete elements into a linear sequence.	• Can understand straightforward information and short narratives about routine or work/school/leisure-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. • Can understand the key points of clear standard speech by a native speaker.	• Gives straightforward descriptions and presentations on a range of subjects related to their field of interest, explaining the main points in an idea or problem with reasonable precision and clarity. • Can handle conversations independently and participate in discussions on familiar subjects

CLASSES XI & XII

There will be two papers in the subject:

Paper I - *Theory: 3 hours…… 80 Marks*

Paper II - *Project Work ……. 20 Marks*

PAPER I (THEORY): 80 MARKS

*There will be **one** paper of **three** hours duration of 80 marks.*

1. Composition (20 Marks)

Candidates will be required to write, in Spanish, one composition of 180-200 words. Possible types of compositions include a narrative text recounting a past event, a descriptive text describing a picture and an opinion essay, like a critique of a book or film, giving viewpoint, discussing plans or giving advice. A choice of topics will be offered.

2. Email and Letter Writing (20 Marks)

Candidates will be required to write a letter or an email of 120 - 150 words from a choice of either a formal or a semi-formal format. Suggestions may be given. The layout of the letter and email with an appropriate subject line, introduction, conclusion, etc., will form part of the assessment.

3. Comprehension (30 Marks)

Candidates will be required to complete two to three reading tasks based on informative texts in Spanish. One of the tasks can involve one or more practical documents such as brochures, leaflets, or prospectuses. Candidates may be asked to extract and compare information and interpret content accurately in realistic, everyday contexts.

The second or third tasks will each be based on simplified articles taken from general-interest media, approximately 300 to 350 words in length. Questions will include multiple-choice, true/false, or short written responses.

4. Grammar (10 Marks)

Candidates will complete short, focused tasks to assess grammatical accuracy and range. These may include fill-in-the-blank exercises, multiple-choice questions, and sentence transformations (e.g., into reported speech or using a given connector). Tasks will be situation-based, requiring application of grammar in everyday contexts. For example, completing a dialogue with the correct verb forms or rewriting direct speech as indirect, grammar concepts assessed through a text with fill in the blank questions.

The focus will be on functional use of grammar rather than on detailed knowledge of grammatical definitions.

<u>The questions on grammar will assess the following</u>

1. **Nouns and Articles**
   - Gender and number: review of irregular forms and exceptions *(el problema, la mano)*
   - Nominalisation of adjectives and adverbs *(Lo importante es participar / Lo bueno de viajar es conocer gente)*

2. Adjectives and Adverbs
   - Review of concordance in gender and number *(Una chica simpática / Unos chicos simpáticos)*
   - Position and change of meaning (Un gran hombre −admirable− / Un hombre grande −tamaño−)
   - Review of comparative and superlative forms (regular and irregular) *(Este libro es mejor que el otro / Es el más interesante de todos)*

- Formation of adverbs (example, -mente: *rápido → rápidamente / claro → claramente)*

3. Pronouns

- Review of OD and OI pronouns *(Lo veo todos los días / Le di un regalo)*
- Combination of pronouns *(Me lo dijo / Te la envié)*
- Relative pronoun *(El libro que leí es interesante / La persona que vino es mi amiga)*
- Relative pronoun with prepositions *(La casa en la que vivo es antigua)*

4. Determiners

- Review of possessive, demonstrative, numeral and indefinite determiners *(mi coche, esta casa, varios libros, ningún problema)*

5. Verbs – Indicative Tenses

- Review of past tenses of Indicative in contrast (pretérito indefinido vs pretérito perfecto vs pretérito imperfecto)
- Pretérito pluscuamperfecto *(había hablado)*
- Condicional simple *(hablaría):* courtesy, hypothesis, advice.

6. Verbs – Subjunctive Tenses

- The Present of subjunctive:
    a. To express wishes (Ojalá que tengas un buen día)
    b. To express emotions (Me alegra que estés aquí)
    c. To express doubts and probability (Dudo que sea verdad / Es probable que no llueva)
    d. To express recomendations/advices (Te recomiendo que estudies más)
- The Pretérito perfecto of Subjuntive *(Espero que no le haya passado nada)*
- Introduction to pretérito imperfecto of Subjuntive with type II conditional sentences

7. Verbal Periphrases

- B1.1: Review of ir a + infinitivo, estar + gerundio, acabar de + infinitivo, dejar de + infinitivo, volver a + infinitivo *(Estoy estudiando español / Acabo de llegar*)
- B1.2: seguir + gerundio, llevar + gerundio, estar a punto de + infinitivo, tener + participio, ir + gerundio *(Llevo viviendo aquí cinco años / Estoy a punto de salir)*

8. Passive and Impersonal Constructions

- Periphrastic passive *(El edificio fue construido en 1900)*

9. Reported Speech

- Verbs of communication: decir, contar, preguntar, explicar.
- Tense shifts in indirect speech:
    a. Presente → imperfecto: “Voy al cine” → Dijo que iba al cine.
    b. Pretérito perfecto → pluscuamperfecto: “He comido” → Dijo que había comido.
    c. Futuro → condicional: “Iré” → Dijo que iría.
- Changes in pronouns and temporal expressions (“Te llamaré mañana” → Me dijo que me llamaría al día siguiente)

10. Conditional Sentences

- Type I (real / possible): si + presente + futuro / presente *(Si estudias, aprobarás / Si llueve, no salimos)*
- Type II (hypothetical / unlikely): si + imperfecto de subjuntivo + condicional simple *(Si tuviera tiempo, viajaría más)*

11. Sentence Structure

- Coordinated sentences: y, o, pero, sino, sin embargo *(quiero café, pero no tengo azúcar)*
- Subordinate clauses:
    a. Causales: porque, ya que, puesto que *(No salí porque llovía)*
    b. Finales: para que + subjuntivo *(Estudio español para que me entiendan en España)*
    c. Temporales: cuando, mientras, antes de que, después de que *(Cuando llegues, llámame)*
    d. Concesivas: aunque, a pesar de que, si bien (Aunque llueva, iremos)
    e. Consecutivas: tan… que, tanto… que (Estudió tanto que aprobó con nota)
    f. Cause *(A causa de la lluvia no salimos / Con el fin de mejorar, estudio más)*
    g. *Consecuence (Estudió mucho, por eso aprobó el examen)*

12. Prepositions

- Review of prepositions *(a, de, en, entre, con, sin, etc.)*
- Por vs Para *(Lo hizo por la justicia / La escribe para ellos)*
- Some fixed prepositional expressions *(soñar con, depender de, insistir en, pensar en)*
- Phrases of cause, purpose and condition.

13. Connectors

- Addition: y, además, también, incluso *(Es simpática y además muy trabajadora)*
- Contrast: pero, sin embargo, aunque, no obstante *(Me gusta el campo, pero vivo en la ciudad)*
- Cause: porque, ya que, debido a que *(No vino porque estaba enfermo)*
- Consequence: por eso, por lo tanto, así que *(No tenía dinero, por eso no viajó)*
- Time: antes de, después de, cuando, mientras *(Después de comer, salimos)*
- Condition: si, en caso de que, siempre que *(Iremos si hace buen tiempo)*
- Summary: en resumen, en conclusión, para terminar *(En resumen, fue una buena experiencia)*

14. Review of adverbs and adverbial phrases

- Place: aquí, allí, cerca, lejos.
- Time: ayer, hoy, mañana, ya, todavía, nunca, siempre.
- Manner: bien, mal, de repente, poco a poco.
- Quantity: muy, poco, bastante, demasiado, casi.
- Doubt and probability: quizás, tal vez, probablemente, seguramente.

15. Communicative Functions (B1.1 / B1.2)

- Expressing agreement and disagreement *(Estoy de acuerdo contigo / No lo creo así)*
- Expressing opinions and evaluations *(Creo que es una buena idea / Es importante que participes)*
- Expressing hypotheses and possibility *(Puede que venga más tarde / Es posible que no tenga tiempo)*
- Giving advice and suggestions *(Te recomiendo que descanses / Deberías estudiar más)*
- Expressing wishes and emotions *(Ojalá que apruebes / Me alegra que estés aquí)*
- Expressing complaints (quejas y reclamaciones) *(Me gustaría presentar una queja / Le ruego me haga una nueva factura / Esto no funciona como esperaba)*

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

Suggested Books

- Nuevo Español Sin Fronteras 2 & 3, Student´s Book + Workbook, Goyal, SGEL
- Aula Internacional 3 (B1) Student's Book + Workbook, Goyal, Difusión
- ELE Actual B1, B2 Student´s Book + Workbook, SM
- Nuevo Ven 2 & 3: Student´s Book + Workbook, Goyal, Edelsa
- Nuevo Sueña B1, B2: Student´s Book + Workbook, Goyal, Anaya
- Metodo de Español 3 + 4, Student´s Book + Workbook, Goyal, Anaya
- Nuevo Prisma B1, B2, Student´s Book + Workbook, Goyal, Edinumen

NOTE: The Class XII - ISC examination paper will be set on the entire syllabus prescribed for the subject.

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

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

GUIDELINES FOR MARKING WITH GRADES (CLASS XI & XII)

TASKS IN WRITTEN PRODUCTION AND INTERACTION

Composition (20 Marks)

Grade	Pragmatic competences (8 M)		Creativity and Engagement (4M)	Linguistic competences (8 M)	
	Content (4M)	**Coherence & cohesion (4M)**		**Vocabulary (4M)**	**Grammar (4M)**
I (Expectations fully met) (16M - 20M)	The candidate can develop a well-structured reasoning/text, providing justifications, for or against. Can illustrate his arguments with concrete and varied examples.	The candidate can produce a clear, coherent, and well-structured text using appropriate connectors. The punctuation and format are logical and enhance the reader's comprehension.	The candidate shows originality in approach and content, offering a personal perspective or inventive angle. Ideas are thoughtful and engaging, with clear signs of imagination and initiative. The text reflects the candidate's voice and intent, avoiding overused or memorised expressions.	The candidate has a relatively broad vocabulary range, allowing them to communicate on common social topics. Spelling errors are occasional and occur mainly when using complex vocabulary.	The candidate has a good grammatical grasp of common, complex, and grammatical structures, **producing frequently extended sentences, well-linked together.** Occasional errors may still occur, but they in no way hinder comprehension.
II (Expectations partially met) (11M - 15M)	The candidate can express their opinion through a continuous text relying on a few concrete examples.	The candidate can produce continuous text, using a few connectors. Format and punctuation are not always appropriate.	The candidate shows some attempt at originality or personal expression, but ideas may remain somewhat predictable or underdeveloped. There is limited creativity or variation in content, and the text may rely on familiar or rehearsed patterns.	The candidate possesses a common vocabulary in connection with familiar subjects and everyday situations, but the range is too limited to respond fully to the task. Spelling errors still occur, but do not hinder comprehension.	The candidate can properly use simple syntactic structures and tries to use common complex structures. Errors are frequent when expressing more complex ideas.
III (Expectations not met)	The candidate can communicate their point of view via a sequence of simple	The candidate can write a sequence of sentences, but not a	The response lacks originality or personal input. Ideas are generic, repetitive, or mechanical, with little	The candidate possesses a very simple vocabulary, which is inadequate to	The candidate struggles even with simple syntactic structures.

(3M - 10M)	sentences, but the lack of clarity and examples hinders comprehension.	coherent text. Format and punctuation may hinder understanding.	to no evidence of creative engagement or individual voice. The task may appear overly formulaic or derivative.	respond to the task. Spelling errors are frequent.	
IV (Not Attempted or Insufficient Response) (0M - 2M)	The task is not attempted (*copie blanche*) or the content is off-topic or too minimal to assess				

Letter and Email Writing (20 marks)

Grade	**Pragmatic competences (8marks)**		**Sociolinguistic competence (4 marks)**	**Linguistic competences (8marks)**	
	Content (4)	**Coherence & cohesion (4)**		**Vocabulary (4)**	**Grammar (4)**
I (Expectations fully met) (16 M - 20M)	**The candidate can develop well-structured reasoning, providing justifications for or against and can illustrate their arguments with concrete and varied examples.**	The candidate can produce clear, coherent, and well-structured text using appropriate connectors. The punctuation and format are logical and enhance the reader's comprehension.	The candidate can adapt their style and tone (formal/semi-formal) of writing to suit the situation. Confusions of tone are rare.	The candidate has a relatively broad vocabulary range, allowing them to communicate on common social topics. Spelling errors are occasional and occur mainly when using complex vocabulary.	The candidate has a good grammatical grasp of common and complex grammatical structures. Occasional errors may still occur, but they in no way hinder comprehension.
II (Expectations partially met) (11M - 15M)	The candidate can express their opinions through a continuous text relying on a few concrete examples.	The candidate can produce a coherent text, using limited connectors. Format and punctuation are not always appropriate.	Can express himself using appropriate expressions to suit the situation, but confusion in tone (formal/semi-formal) remains.	The candidate possesses a common vocabulary in connection with familiar subjects and everyday situations, but the range is too limited to respond fully to the task. Spelling errors still occur, but do not hinder comprehension.	The candidate can properly use simple syntactic structures and tries to use common complex structures. Errors are frequent when expressing more complex ideas..
III	The candidate has difficulty in	The candidate can write a	The candidate has very	The candidate possesses very	The candidate struggles even with

(Expectations hardly met) (3M - 10M)	communicating their point of view via a sequence of simple sentences, and the lack of clarity and examples hinders comprehension.	sequence of sentences, but not a coherent text. Format and punctuation may hinder understanding.	limited usage of expressions and is unable to adapt the tone (formal/semi-formal) to the situation.	simple vocabulary, which is inadequate to respond to the task. Spelling errors are frequent.	simple syntactic structures.
IV (Insufficient Response) (0 - 2M)	The task is not attempted (*copie blanche*) or the content is off-topic or too minimal to assess				

PAPER II (PROJECT WORK): 20 Marks

In addition to the syllabus prescribed above, candidates are also required to be assessed in Project Work. Details of the same are given below:

Project Work for Class XI

Project Work in Class XI comprises the assessment of candidates in Listening and Speaking skills. These are to be assessed internally by the school, during coursework and shown in the candidate's report and school record.

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

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

Project Work for Class XII

Project Work in Class XII comprises an assessment of candidates in Listening and Speaking Skills.

Class XII: Four assessments (of both listening and speaking skills) in the course of the year, with the fourth one assessed by a Visiting Examiner*.

Class XII	Examiner
Assessment 1	Subject Teacher
Assessment 2	Subject Teacher
Assessment 3	Subject Teacher
Assessment 4 – Final ISC Board Examinations	**Visiting Examiner***

Note*: The Visiting Examiner will be appointed locally and approved by CISCE.

Details and patterns of listening and speaking assessments are given in the following section.

Pattern of Assessment

A. Listening Skills

2-3 short audio clips by a native speaker of 2 -3 min duration may be used. Each audio clip is to be played twice at a moderately slow pace. The questions can be objective-type questions based on the audio clip, on the paper provided.

Examples of the nature of Audio Clip:

- Dialogue on everyday life situations.
- Radio broadcast on contemporary or professional topics.

NOTE: 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

Candidates will be assessed through a **test divided into three tasks**, with a total duration of 12 to 15 minutes per candidate. Preparation time (of a total of *20 minutes* per candidate) will be provided for Task 3.

Task 1: Interaction (1–2 minutes)

The examiner asks questions in Spanish about the candidate's daily life.

Topics can include work, studies, family, hobbies, future plans, learning Spanish, etc., from the prescribed topics under the annexe.

Example Questions:

- Can you introduce yourself?
- Tell me about your family.
- What are your hobbies?
- What are your plans for the future?
- Where did you spend your last holidays?
- Tell me about your favourite book/movie/singer

Task 2: Problem-solving (3–4 minutes)

The candidate is given a situation in which they must resolve a problem. The candidate will need to actively engage with the examiner, propose solutions, argue, and negotiate.

Example Situations:

– You are on vacation in Spain. You get out of the bus and realise that you no longer have your wallet (identity document, passport, money). You go to the police station to explain your situation and ask how to get your identity documents back. The examiner plays the role of the local police officer.

– You ask your Spanish teacher if it is possible to organise a "Spanish-speaking" weekend with your class. He refuses. You ask him the reasons for his refusal, then you explain to him the interest of the project and offer to participate in the organisation. The examiner plays the role of the Spanish teacher.

Task 3: Expression of a Point of View (3–5 minutes)

The candidate will deliver an *individual presentation* of discourse on a contemporary issue for about **3–5 minutes.**

Candidates are to be assessed through a prepared individual oral presentation of **3-5 minutes**, in the form of a personal reflection based on **a short article (max 10 lines) on a contemporary issue**. The examiner may ask a few follow-up questions afterwards.

The presentation must have 3 parts – ***introduction, development*** (with arguments and personal opinions) and ***conclusion.***

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

Evaluation

The Subject Teacher and the Visiting Examiner, as appointed by the school and approved by CISCE, will evaluate the candidates 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 XI and XII. These include copies of the listening 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 XII) examinations of the candidates concerned.

INTERNAL ASSESSMENT - GUIDELINES FOR MARKING WITH GRADES
LISTENING ASSESSMENT (CLASS XI & XII)

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:
The above 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 candidates 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 XI & XII)

Grade	Pragmatic and sociolinguistic competences (6M)			Linguistic competences (4M)		Marks per competence
	Task 1 Directed interview	**Task 2** Role play	**Task 3** Monologue of 4 to 6 min (with 20mins preparation)	**Grammar & Vocabulary**	**Phonetics**	
I (Expectations fully met)	The candidate can communicate with assurance on familiar or unfamiliar subjects, in relation to their field of interest.	The candidate can successfully complete the task in a spontaneous and efficient manner. Can deal with unforeseen situations and defend his point of view convincingly. Consistently uses a tone (formal/informal) appropriate to the situation.	The candidate can present the issue raised by the task using a brief introduction. Can give their point of view based on specific arguments and provide relevant examples to support their remarks. Can produce generally well-organised speech, using connectors.	The candidate has a sufficiently large vocabulary to be able to communicate without many restrictions on subjects relating to their field of interest and current social subjects, as well as to manage in unpredictable daily situations. Has a good grammatical grasp of the most frequent syntactic structures and complex grammatical forms.	The candidate has acquired generally correct pronunciation, intonation and accentuation. Any pronunciation difficulties do not hinder comprehension.	**2**
II (Expectations partially met)	The candidate can introduce themself clearly and carry out a simple description of various subjects in their familiar field or area of interest. Can interact with the examiner by	The candidate can complete the task using simple and adequate speech functions. Can exchange, verify and confirm information and explain why there is a difficulty. The tone (formal/informal) is adapted, despite	The candidate can identify the theme raised in the topic. Can give their opinion in a simple way and rely on some personal examples. Some passages in the production may lack organisation and/or clarity.	The candidate correctly uses simple vocabulary, but its scope is still too limited to deal with common social topics. Can use common syntactic and simple structures, but has difficulty maintaining this accuracy when expressing a more elaborate idea.	The pronunciation is generally comprehensible, but there are some hesitation in the intonation and the accentuation.	**1**

	providing details, but still lacks confidence.	occasional confusion.				
III (Expectations not met)	The candidate can introduce themselves in the form of short, simple, unconnected statements. Hesitations are frequent.	The candidate struggles to complete the task. Speech functions are limited or redundant. Can use basic polite forms, but confuses tone (formal/informal).	The candidate is unable to correctly identify the theme of the document. Struggles to state their point of view. Repetitions are frequent, and the examiner needs to help by asking questions and rephrasing answers to pursue the discussion.	The candidate has an elementary vocabulary that is too limited to address tasks. Makes errors even while using simple grammatical forms.	The candidate can pronounce a repertoire of basic words and expressions correctly, but the examiner may sometimes need to ask the candidate to repeat for clearer understanding.	**0.5**
IV (Not Attempted or Insufficient Response)	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.	**0**

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 intermediate language proficiency at the ISC level, broadening exposure to Spanish culture and society, while developing functional language skills for everyday contexts.

1. Topic A: Culture

Entertainment

- Types of popular entertainment: cinema, TV/streaming, gaming, internet
- The role of entertainment in our lives
- Celebrity culture: role models, idols, responsibilities.

Identity and Culture

- Expressing identity through style and appearance, language, association with particular groups, and fashion.
- Preserving and respecting cultural heritage, sites and monuments, festivals, traditions.

The Arts

- Theatre, music, visual arts, dance, literature, and films.
- Access to the arts, funding (commercial /governmental), awards and prizes, representation and diversity

2. Topic B: Health & Well-being

Health and Fitness

- The role of sport in society, fair play, individual versus team sports, and national sports events
- Physical health, the importance of exercise and diet.
- Mental health and happiness, sleep, mental health awareness, and self-esteem
- Healthcare provision

Nutrition

- Different types of diet and eating habits
- Environmental impact of food production, organic foods, food waste and shortage.
- Ethics of food production, fair trade, food labelling, and government intervention.

Managing Well-being

- Work–life balance
- Importance of leisure activities
- Relaxation and recreation

3: Topic C: Education and Future Plans

Life at School

- Different education systems
- Student issues: discipline, workload, time management, organisation of the school day and year
- School as preparation for future life.

Further/Higher Education

- Access and barriers to further/higher education
- Costs versus benefits of further/higher education
- Alternatives to further/higher education: vocational education, apprenticeships, gap years.

Career and Work Choices

- Different career options

- The world of work, different workplaces and working practices, employment and unemployment
- Money versus job satisfaction, volunteering, working for charities

4: Topic C- Community and Society

Equality and Diversity

- Inclusivity, diversity, gender equality, and social mobility.
- Prejudices within society: racism, etc.
- Immigration, refugees, integration.

Lifestyle

- Friends, family and relationships, generation gap, changing patterns of family life.
- Quality of life: where we live, differences between urban/rural/coastal life, changing patterns in where people live, overcrowding and its consequences, and social isolation.
- Lifestyle choices: relationships, diet, fashion, self-expression, values, goals.

Society

- Social organisation, law and order, local and national governance, communities
- National and global citizenship
- Rights and responsibilities of individuals, governments.

5: Topic D - Our Responsibility for the Planet

The Environment

- Global warming, climate change and pollution, possible solutions, governmental intervention, impact on the economy.
- Preserving biodiversity/ecosystems, treatment of animals.
- Impact of growing population

Sustainable Living

- Use of natural resources and recycling, waste disposal, consumerism/overconsumption
- Sources and use of energy: fossil fuels, renewable energy, energy and geopolitics, impact of energy production on local environment and landscape
- Reducing environmental impact, individual choices in housing, food, and travel.

Protecting our World:

- Travel and tourism: sustainable tourism, benefits of travel
- Global cooperation versus national agendas
- The role of individuals versus the role of industry/governments, and environmental movements.

6: Topic E - Science and Technology

Scientific and Technological Innovation

- Medical Advances, ethics of research
- Smart technology, privacy and security
- Artificial Intelligence

Social Media

- Digital media, benefits and dangers
- Communication technology
- Online communities

Technology

- Access to technology
- Technology in education and in the workplace