MODERN FOREIGN LANGUAGES

SPANISH (36)

(Under Group I)

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

Aims:

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

CLASSES IX AND X

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

1. Composition

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

2. Letter

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

3. Comprehension

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

4. Grammar

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

The questions on grammar will include the following:

Nouns:
gender
singular and plural forms

Articles:
definite and indefinite

Adjectives:
agreement
position
lo plus adjective
comparative and superlative: regular and *mayor, menor, mejor, peor*
demonstrative (*este, ese, aquel*)
indefinite (*cada, otro, todo, mismo, alguno*)
possessive, short and long forms (*mi, mío*)
interrogative (*cuánto, qué, donde* etc.)

Adverbs:
formation
comparative and superlative: regular
interrogative (*cómo, cuándo, dónde*)
adverbs of time and place (*aquí, ahi, allí, ahora, ya*)
common adverbial phrases

Quantifiers/Intensifiers:
(*muy, bastante, demasiado, poco, mucho*)

Pronouns:
subject
object – direct & indirect
position and order of object pronouns in a sentence and with commands
reflexive
relative: *que*,
relative: *quien, el cual, la cual etc., lo que*,
disjunctive (*conmigo, para mí*)
demonstrative (*éste, ése, aquél, esto, eso*)
indefinite (*algo, alguien*)
interrogative (*cuál, qué, quién*)

Verbs:
Regular and irregular forms of verbs, radical changing and reflexive verbs all persons of the verb, singular and plural
radical-changing verbs
negative forms
interrogative forms
reflexive constructions (*se puede, se necesita, se habla*)
uses of *ser* and *estar*

tenses: present indicative
present continuous
preterite
imperfect:
imperfect continuous
immediate future
future
conditional:
perfect
pluperfect

passive voice

gerund

imperative: common forms including negative
impersonal verbs: most common only
present subjunctive: imperative, affirmation and negation, after verbs of wishing, command, request, prohibiting, emotion and to express purpose (*para que*)
After *cuando*
imperfect subjunctive and in conditional clause

Time:
Use of *desde hace* with the present and imperfect tense
Llevo + time+ gerund

Prepositions:
common, including personal *a*
uses of *por* and *para*

Conjunctions
Most common ones including *y, pero, cuando, o, porque, como, sin embargo*.

Numbers

Quantities

Dates

5. Translation and/or Dialogue Writing

- One short passage will be set for translation from Spanish into English.
- One passage will be set for translation from English into Spanish.
- Dialogue writing (Around 150 words) based on situations faced in everyday life. Hints may be given.

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

1. Topic A – Myself

- *Self, Family and Friends*
- *Important Events*

- *Interests and Hobbies*
- *Home and Locality*
- *Daily Routine*
- *School*

2. **Topic B – Holiday Time & Travel**
   - *Travel, Transport and Tourism*
   - *Accommodation*
   - *Restaurant*
   - *Directions*
   - *Holiday Activities*
   - *Services*
3. **Topic C – Work & Lifestyle**
   - *Home Life*
   - *Everyday Living and Health*
   - *Work Experience*
   - *Leisure*
   - *Shopping*
   - *The Environment*

Teaching and study resource books:

Espanol Sin Fronteras Bk 2

Workbook Nuevo ven Bk 2
Pasaporte Bk 2

For Recommended books visit at
www.goyalsaab.com
e-mail: goyal@vsnl.com

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

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

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

INTERNAL ASSESSMENT – 20 Marks

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

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

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

2. **Pattern of Assessment**

   a) Listening Skills

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

   b) Speaking Skills

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

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

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

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

   c) Creative Writing Skills

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

SUGGESTED ASSIGNMENTS

FOR CLASSES IX AND X

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

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

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

- a piece of recorded music.
- a series of recorded sounds.
- a picture/photograph.
- an opening sentence or phrase.
- a newspaper/magazine clipping or report.
- one piece of factual writing which should be informative or argumentative.
- one piece of expressive writing which is descriptive and imaginative.
- preparation of film/book review.

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

EVALUATION

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

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

The total marks obtained out of 20 (*Listening Skills:5 marks; Speaking Skills: 5 marks and Creative Writing: 10 marks*) are to be sent to CISCE by the Head of the School.

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

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

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

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

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

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

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

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