

MODERN FOREIGN LANGUAGES

GERMAN (28)

(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 German.

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 German, 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 German. Questions based on the given passage will be set, to be answered in German, 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 German correctly embodying given words or forms. The question will not require detailed knowledge of grammatical definitions. The questions on grammar will include the following:

Verb conjugation in Singular

Verb- "*Haben*"

Verbs in the first and second Person ,Plural

Verbs „*stellen – stehen*“, „*legen – liegen*“,

„*setzen – sitzen*“, „*hängen*“

Modal verb "*dürfen*" *können* and "*müssen*" in

Präteritum, "*wollen*", "*sollen*", *Möchten*

Reflexive Verbs

Indefinite verbs

Imperativ

Verbs in Singular

Separable Verbs

Können-dürfen

Interrogative Pronouns

Possessive Pronouns "*meine*" and "*deine*" in Nominative

Personal pronouns *er, sie, es*

Personal Pronouns in Akkusativ

Dativ Personal pronoun
Personal Pronouns in *Dative and Akkusativ*
Interrogative Pronouns in *Dative*
Personal Pronouns in *Dative*
Interrogative pronouns *Welcher/es/e in Nominative and Akkusativ*

Woher: Aus/Aus der
Wo: In/In der
Woher” and “Wo?
“W” Questions
Ja/Nein” Questions
W- Questions- *Was?Wen?*
Past tense with *haben and sein*
Negative question: *Ja- nein-Doch*
The polite form “*Sie*”
Negation with “*nicht*”
“*sein*”in Singular and Plural

Prepositions of place (, *Wo?*” + *Dative* case,
„*Wohin?*” + *Accusative* case)
Prepositions: *in/auf with Akk.*(Place)

Possessive article *unser/euer* in *Nominative* and *Akkusative*
Definite article, Possessive Article in *Nominative* and *Accusative*
Definite Article in *Nominative*
Definite Article in *Akkusativ*
Indefinite Article
Negative Article in *Akkusativ*

Gern-lieber-am liebsten
Genitive case with names
Inversion
Diminutive form with *-chen*
Präteritum –sein
The indefinite “*man*”
The impersonal *es*
Imperative as a polite form

Defining places using *Akkusativ*
Präteritum of *haben*
Comparative and Superlative

Indefinite Article in *Dative*
Possessive articles in *Nominati, Akkusativ, Dative*
Possessive article *sein/ihr*
in Nominative and Akkusativ
Definite Article in *Dativ*

Demonstrative articles in *Nominative, Akkusativ, Dative*

Comparison using *wie and als*
Subordinate clauses with *weil*
Temporal infos- *vor/nach + Dative*

Subordinate clause with *dass*
Main clause with *deshalb-trotzdem*
Subordinate clauses with “*wenn*”

Prepositions- *an, bei, in, von, zu, mit + Dative*
Prepositions *für-ohne*
Prepositions- *inter, auf, über, unter, vor, neben + Dative*

Adjectives in *Nominative*
Adjectives in *Akkusativ*
Adjectives in *Dative*

Compound Nouns

Wechselpräpositionen an, in, auf, über, unter, neben, vor

5. Translation and/or Dialogue Writing:

- One short passage will be set for translation from German into English.
- One passage will be set for translation from English into German.
- 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:

For Class IX Planet 1 (Text book and Work book)

For Class X Planet 2 (Text book and Work book)

(Published by Langers in India under license from Hueber Verlag)

Suggested References: Pingpong Neu 1

Team Deutsch 1 and 2

Wir Live (Dvd)

Langenscheidt Euro Dictionary

K.M. Sharma; German-Hindi/ Hindi-German

Dictionary, Rachna Publishing House

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.

The Council 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 French of Class VIII may be deputed to be an External Examiner for Class X Language projects).

AWARD OF 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 the Council by the Head of the School. The Head of the School will be responsible for the entry of marks, on the mark sheets provided by the Council.

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 assessments 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 (CLASS IX)**

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

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

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