

**SEC SYLLABUS (2015)**

**FRENCH**

**SEC 14**

***SYLLABUS***

**French SEC 14  
Syllabus**

(Not available in September)

Paper I: Part I: Aural/Oral (1hr.10 mins), Part II: Written (50 mins) +Paper II: Written (2hr)

**AIMS**

The aims of a course in French leading to the award of a Secondary Education Certificate should be:

- a) To develop the ability to use the language effectively for purposes of practical communication
- b) To develop the ability of learning to learn and to evaluate one's own learning;
- c) To offer insights into culture and civilization, intercultural awareness and notions of human universal values;
- d) To contribute to the cognitive and affective development of the student;
- e) To provide enjoyment and intellectual stimulation.

**ASSESSMENT OBJECTIVES**

**SPEAKING (A2)** Candidates must show ability

- a) To give descriptions of aspects related to everyday affairs and conditions
- b) To exchange relevant information on familiar and social matters
- c) To discuss practical issues
- d) To express personal opinions on common problems
- e) To make simple transactions in social situations
- f) To receive required information
- g) To respond adequately in a direct interview.

**LISTENING (A2)** Candidates must show ability

- a) To understand short, concrete texts
- b) To identify the main point/s of short clear texts
- c) To extrapolate essential ideas from short texts of concrete type.

**READING (A2 + B1)** Candidates must show ability:

- a) To read short, simple texts on common, concrete topics
- b) To elicit overall meaning of short texts containing some unfamiliar words

This implies reading with understanding letters, faxes, advertisements, prospectuses, menus, lists, notices, signs brochures, short newspaper articles

- a. To identify specific information
- b. To understand direct regulations, simple instructions, and short descriptions

**WRITING (A2 +B1)** Candidates must show ability:

- a) To describe common events and experiences
- b) To write simple narratives including action and circumstances
- c) To express ideas, opinions, and emotions in letters, notes and messages.

## SUBJECT CONTENT

Candidates will be assessed on their communicative language competence which includes the following components;

- Linguistic competences which may include lexical competence, grammatical competence, semantic competence, phonological competences, orthographic competence and orthoepic competence
- Socio-linguistic competences which may include linguistic markers of social relations, politeness conventions, expressions of folk wisdom, register differences.
- Pragmatic competences which may include discourse competence and functional competence.

A knowledge of the following semantics, sociolinguistics and Pragmatic Interpretation capacity is essential.

### A. GRAMMATICAL COMPETENCE

Candidates will be expected to know the following:

A. The Alphabet

B. Nouns:

- a. fem/masc., sing/plur (including the more common irregular ones)
- b. formation of feminine nouns
- c. The infinitive as a noun\*

C. Definite, indefinite and partitive article

D. Adjectives, formation of and their placing; indefinite, demonstrative; interrogative; possessive (including their use before names of relatives)  
Adjectives and nouns with affixes.

E. Verbs:

1. The following tenses of the indicative and their uses:

- The Present
- The Past Perfect (Passé Composé) including the agreement of the past participles.
- The Imperfect
- The Pluperfect
- The Future Simple
- The Present Conditional
- The Past Historic\*

2. The Present of the Subjunctive

3. The Imperative mood: affirmative and negative, including their use with direct and indirect object pronouns.

4. The uses of Participles\*: Present and Past.

5. The use of the Infinitive; the infinitive used as an imperative\*

6. The modal verbs; reflexive verbs; the passive voice; Impersonal constructions; Progressive constructions:

F. Simple Prepositions including contracted forms with the definite article.

G. Adverbs: Formation and use

H. The Comparative and Superlative (Absolute and relative) of adjectives and adverbs including the irregular forms most commonly used.

I. The Pronouns: Subject/personal pronouns, direct and indirect object pronouns:

- Their use with the affirmative/negative, simple and compound tenses.
- Their use with the imperative

- Their use with the gerund and the infinitive\*
- Demonstrative Pronouns
- Interrogative Pronouns
- Possessive Pronouns
- Reflexive Pronouns
- Indefinite Pronouns
- Conjunctive and Disjunctive pronouns (with the infinitive and gerund\*)
- Emphatic Pronouns

J. Direct and Indirect Speech

K. Structure and variations of the Affirmative, Interrogative and the Imperative

No grammatical exercises will be set on items marked with an asterisk.\*

B. PRAGMATIC AND SOCIO-LINGUISTIC COMPETENCES

<p>The ability to communicate that one seeks to develop in learners, or “<b>communicative competence</b>” will be based upon the acquisition of: a <b>linguistic</b> competence, where the student learns to handle the lexical, grammatical, semantic, phonological and orthographic elements of the language; a <b>pragmatic</b> competence, where the student develops an awareness of the way in which messages and meanings are structured and realised, including a sociolinguistic component where the student learns to use the language according to socially accepted norms in a given situation</p>
<p>The elements of pragmatic competence which the student is expected to have acquired are:</p>
<p>Greeting and taking leave, managing everyday conversational transactions like telephone conversations, messaging, emailing, writing of formal or informal messages and letters in varying circumstances and of different lengths.</p>
<p>Expression of identity, presenting and describing a person (physical), description of personality; expression of age, expression of personal tastes, pastimes and leisure activities, expression of possession, expression of nationality. Asking for and giving personal details like address, telephone number, email, date of birth, etc. Description of behaviour and states of mind, expression of state of relations with others; speaking of and asking about health; expressing ailments and illnesses, expressing hunger and thirst.</p>
<p>Spelling and counting, expression of time, expression of price. Situating in time and space, expression of destination and provenance, indication of directions, expression of duration in time. Expression of colour, size, quantity and shape. Expression of weather and weather prediction, seasons, months, days of the week.</p>
<p>Speaking of family, school, shopping, town, place of work and professions, holidays.</p>
<p>Describing actions and objects, clothes, appliances, furniture and rooms in a house, description of town, situating towns and cities, speaking of food and table, speaking of the weather.</p>
<p>Asking questions in different forms and contexts. Use of interrogative pronouns.</p>
<p>Suggesting, ordering, and advising in different ways and contexts. Attracting attention. Objecting and protesting, reassuring, specifying, indicating. Asking for permission, opinion, choice, preference.</p>
<p>Expression of quantity; comparison and evaluation</p>
<p>Expression of possibility, hypothesis, intention, agreement and disagreement, opinion and taste, prohibition. Expression of will, acceptance and refusal, expressions of obligation, need, appreciation; expression of attitudes and emotions ; expression of worry, complaint, satisfaction and thanks; expression of reassurance; expression of insistence; expression of frustration and impatience, reproach and self-justification; expression of compassion; expression of judgement and regret. Expressing best wishes.</p>
<p>Expression of a series of events, of states and situations, of descriptions at different moments in relation to the Present, including different tenses of Past and Future (prediction, planning, etc).</p>

SCHEME OF ASSESSMENT

Candidates will be required to take two papers of two hours each, set as follows:

Paper I ( Part I) – Jeu de role	5 mins (10%)
Exploitation orale d'un document authentique	5mins (10%)
Paper I (Part I) – Dictée	30mins (10%)
Listening Comprehension	30 mins (10 %)
Paper I (Part II)- Culture + message	50 mins (10% +5%)
The message will be required the production of approximately 50 words.	
Paper II	
Language exercises	(10 %)
Written comprehension	(20 %)
Writing task (Tache)	(15 %)

In Paper 2A the writing task (tache) will require the production of not less than 200 words. In Paper 2B the writing task (tache) will require the production of not less than 150 words.

Candidates will be required to take two papers of two hours each.

Reception 35%	Listening 15% Paper I	Listening Comprehension (30mins), Dictation (30 mins): * The <i>Listening Comprehension</i> <i>and the Dictation</i> altogether will not exceed 350words.	(30mins + 30 mins)
	Reading 20% Part of Paper II	The text/s of the written comprehension will not exceed 300 words. The reading component totals 20% of the mark in Paper II but account has been taken of the fact that reading with understanding is a basic component in document interpretation, role play, culture, grammar, language composition/paragraph writing and the listening comprehension.	30 mins
Production 65%	Speaking 15%	Role play and Picture Interpretation will not exceed 10 minutes	5 + 5 mins
	Writing 50%	Language use, Writing task/s, Culture: The writing task/s will require the production of not less than 200-250 words in Paper 2A and 150-200 words in Paper 2B.	140 mins
Weighting (100%)			Time distribution 240 mins (divided equally (divided equally between Paper 1 and Paper 2)

Paper I + Paper IIB should be pegged at level A2 (CEF) and candidates sitting for Paper I and Paper II B may qualify for a grade not higher than 4 (i.e. grades 4,5,6,7);  
The results of candidates who do not obtain at least Grade 7 shall remain unclassified (U).

Paper I + Paper IIA should be pegged at Levels A2 and B1 (CEF) and candidates sitting for Paper I + Paper IIA may qualify for a grade within the range 1 to 5 (i.e. 1, 2,3, 4,5); the results of candidates who do not obtain a Grade 5 shall remain Unclassified (U).

## GRADE DESCRIPTIONS

Candidates who obtain grade 1, 2 and 3 will be assumed to have reached level B1. The results of candidates who obtain grade 5 will indicate level A2 (CEF) in French.

The results of candidates who obtain grade 7 will indicate a level at par with A1.

It is to be noted that:

Grade 1 means that a candidate can understand the main points of clear standard language on familiar matters regularly encountered in work, school, leisure, etc. Can produce simple texts on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. Candidates demonstrate acquisition of a good level of grammatical competence.

Grade 5 means that a candidate can interact on simple topics touching everyday life including areas of immediate relevance (e.g. basic personal and family information, leisure activities, shopping, local geography, employment). The accent is not so much on the command of grammar but on the ability to communicate in the language using simple terms and expressions.

Grade 7 means that a candidate can understand and use familiar everyday expressions and very basic phrases. He/she can introduce him/her and others and can ask and answer basic questions about personal details. He/she can interact in a simple way provided the other person is supportive and talks slowly and clearly.

### Appendix:

#### Distribution of Marks

	Reception of Aural skills	Receptive Skills (Written)	Production skills (oral)	Production skills (Written)
Document Authentique (10)	1	1	8	
Jeu de rôle (10)	2	1	7	
Dictée (10)	5			5
Culture (10)		2		8
Grammar/language (10)		1		9
Reading comprehension (20)		12		8
Listening Comprehension (10)	7	1		2
Message (5)		1		4
Task (15)		1		14
Total	15%	20%	15%	50%
	35%		65%	