

545 FRENCH

1. INTRODUCTION

The Cameroon General Certificate of Education for Ordinary Level French is a certificate examination whose primary aim is to test the linguistic competence of learners at the end of a five years secondary school course; in keeping with the government policy on official bilingualism.

Given the increasing organic nature of the world environment, this syllabus will be reviewed to bring into tune as need arises.

2. AIMS

The aim of this syllabus is to evaluate the acquisition of such receptive and productive language skills as:

- a) Listening.
- b) Speaking.
- c) Reading, and
- d) Writing.

3. ASSESSMENT OBJECTIVES

Objective	Content area
Knowledge (AO1)	<ol style="list-style-type: none"> a) Composition writing techniques. b) Appropriate vocabulary. c) Sounds of French; (phonetics). d) Figurative language.
Understanding (AO2)	<ol style="list-style-type: none"> a) Passages for translation.
Application (AO3)	<ol style="list-style-type: none"> a) Language use. b) Composition writing. c) Communicative writing. d) Translation.
Higher abilities (AO4)	<ol style="list-style-type: none"> a) Sentences and sentence structures. b) Analyses and syntheses of ideas in composition writing.

4. STRUCTURE OF THE EXAMINATION

4.1. Weighting of Assessment Objectives

Stage	Assessment objectives	Weighting of Assessment Objectives (%)
1.	Recall, selection and use of knowledge of the syllabus content (AO1)	30
2.	Demonstration of an understanding of this knowledge (AO2)	40
3.	Application of knowledge and understanding (AO3)	20
4.	Analysis and syntheses (AO4).	10

4.2. Schemes of Assessment

The examination will consist of two papers, a detail breakdown of which is shown table 3 below.

Paper N°	Mode of Assessment (paper description)	N° of questions set	N° to be answered	Weighting	Duration
1.	it shall consist of a written paper of fifty (50) Multiple Choice Questions (MCQ) including: a) Language aspects, b) Reading Comprehension: A passage of printed text on which ten questions shall be asked. c) *Listening Comprehension text,	50	50	30 %	1½ hours
2.	Section A Written translation. There shall be a text in short simple sentences, conveying a life situation, to be translated from English into French.	1	1	60 %	1½ hours
	Essay writing There shall be three questions on essay writing for the candidates to choose one ONLY : - one on free composition, - one on letter writing, and - the other on picture interpretation.	3	1		
	*Section B Practical Centre Based Oral Examination. There shall be a recorded text in French of not more than two hundred (200) words. It shall be administered to candidates to answer five (5) written questions based on the text. Questions shall be set in English and candidates' answers presented in English.	5	5	10 %	A maximum 30 minutes for listening. A maximum of 3 minutes per candidate.
	There shall be two questions or topics to which candidates shall react orally. Each candidate shall be given three (3) minutes to do so. Questions shall be designed to cover many language aspects. <i>NB. Questions shall be adapted for candidates with special needs.</i>	2	2		

Note *

- For the assessment of Listening Comprehension text in paper one, a special circular letter, different from this syllabus document, shall be issued to schools.
- When section B is implemented, the weightings will be as on the table in 4.2 above; otherwise, they shall be weighted as Paper 1: 40 % and Paper 2: 60 %.

Summary of the Table of Specifications

Paper	Category of assessment	Number of questions	Level of difficulty
Paper 1	Knowledge	15	<ul style="list-style-type: none"> • 30 single (one) star (*) questions • 15 double (two) -* * questions • 5 three star questions
	Comprehension	20	
	Application	10	
	Analyses Syntheses Evaluation	5	
Paper 2	Knowledge	See section 4.2 for the number of questions and section 4.1 for the weighting of the assessment objectives.	<ul style="list-style-type: none"> • 60 % single (one) star (*) questions • 30 % double (two) star (* *) questions • 10 % three star (***) questions
	Comprehension		
	Application		
	Analyses		
	Syntheses		
	Evaluation		

5. CROSS - CURRICULA DEMANDS

Candidates are expected to demonstrate a commendable knowledge of the English Language.

6. SYLLABUS CONTENT AND ATTAINMENT TARGETS

Main Topic	Sub topic	Notes on Content	<u>Attainment targets</u> Candidates shall be assessed on their ability to:
1.0 Language	1.1 Comprehension	Read and understand a variety of written passages.	<ul style="list-style-type: none"> i. Read and understand a variety of written passages. ii. Translate given passages. iii. Listen and react to given passages.
	1.2 Grammar	<ul style="list-style-type: none"> - Les articles (défini, indéfini, partitif, contracté); - Les noms (commun, propres, genre, et nombre). - Les pronoms (possessifs, relatifs, indéfinis, personnel, démonstratifs,) - Les fonctions des pré-noms (COI, COD). - Les adjectifs (interrogatifs, démonstratifs, possessifs. Indéfinis, qualificatifs, numéraux). - Les adverbes de: manière, cause, fréquence, but, moyen, circonstance...). 	<ul style="list-style-type: none"> i. Reason and chose the right alternative in MCQ. ii. Narrate events. iii. Describe persons, objects, scenes and action. iv. Interpret pictures. v. Inform and request for information. vi. Translate a given passage. vii. Use tenses appropriately to solve various language and life
Language (continues)			

Main Topic	Sub topic	Notes on Content	<u>Attainment targets</u> Candidates shall be assessed on their ability to:
	Grammar (continues)	<ul style="list-style-type: none"> - Les conjonctions. - Les prépositions. - Les phrases (simple et complexe). - Les interjections. - L'Impératif. - Le verbe et son sujet. - Le groupe nominal. - Les compléments des verbes. 	problems.
	1.3 Spelling and conjugation	<ul style="list-style-type: none"> - Les fonctions des pronoms (COI, COD...). - Les différents accords. - Les accents. - La ponctuation. 	
	1.4 Vocabulary and expression.	<ul style="list-style-type: none"> - Les champs lexicaux. - La synonymie, l'antonymie et la phonologie. - Expressions avec "aller", "avoir", "être", et "faire" - Expressions du temps – <i>il fait beau... de poids.</i> - Les proverbes usuels ou adages: <i>Tel père tel fils; petit à petit l'oiseau fait son nid;...</i> 	<p>Candidates shall be assessed on their ability to:</p> <ul style="list-style-type: none"> i. Use a variety of appropriate and varied vocabulary. ii. Use idiomatic expressions.
2.0 Essay Writing Techniques	2.1 Introduction	<ul style="list-style-type: none"> - Les techniques des différents types de sujet. - Situer les événements dans le temps et dans l'espace: la nature de l'évènement, la date, le lieu le plan d'action. - Comment introduire une lettre: destinataire, les auteur, les formules de politesse. 	<ul style="list-style-type: none"> i. Situate an event in time and space. ii. Introduce an essay topic.
	2.2 Main body	<ul style="list-style-type: none"> - Enoncer l'idée introductive d'un paragraphe - Lancer une idée dans un paragraphe. - Veiller à la concordance des temps. - Les propositions relatives - Donner les détails d'un lieu, d'un objet, d'un personnage ou d'une action. 	<ul style="list-style-type: none"> i. Write simple coherent paragraphs. ii. Link paragraphs in a coherent manner. iii. Use simple clear language with appropriate vocabulary.

Main Topic	Sub topic	Notes on Content	<u>Attainment targets</u> Candidates shall be assessed on their ability to:
		<ul style="list-style-type: none"> - Utiliser les connecteurs logiques. - Organiser les idées liées à une photo. 	
	2.2 Conclusion	<ul style="list-style-type: none"> - Selon le type de sujet: Comment exprimer un jugement de valeur par rapport au type de sujet donné 	<ul style="list-style-type: none"> i. Make simple final judgments.

*** *Les actes de parole***

- A New Simpler French Course W. F. H. Whitmarsh
- L'Art de Conjuguer – 12.000 verbes, Becherelles
- Bilingual dictionaries

SPECIFICATIONS

These notes are designed to give teachers an idea of the scope of French O/L question papers. The notes are by no means intended to be exhaustive but it is hoped that they will provide guidance on the linguistic content of the examination. Knowledge and ability to use the structures listed above may be tested in any language areas within the normal range of the imaginative or real experience of the average secondary school student of 15 or 16. Such areas may include the family, school life in town and country, transport and travel, shopping, eating and drinking, holidays, sport, usual professions and occupations, folklore, customs and traditions, simple ailments, and usual ceremonies.

Again, the list is clearly far from being exhaustive.

It may be pointed out that the language of the Ordinary Level is straight-forward and does not involve very complex description of complicated intellectual processes. The registers are in the main narrative with simple description, or conversation, a very colloquial flavour (as well as a very literary or technical flavour) is avoided. Attention is however, drawn to the fact that where no production of French is required, the language may well be more complex and may contain some lexical items not necessarily actively known by pupils for whom the examination is intended.