745FRENCH

1. INTRODUCTION

The French Advanced Level course, which is a sequel to theFrench Ordinary Level course, is designed to intensify the government language policy options spelled out in the Ordinary Level syllabus namely; official bilingualism, biculturalism, national integration and professionalism.

The Advanced LevelFrench Certificate Examination therefore assesses requisite skills in: reading, writing, listening, modern communication, critical analyses of literary texts and in any other areas of current interest: culture, music, arts, architecture, etc. The examination structure will accommodate changes, innovations and challenges in the world environment. The main aim of this syllabus is to assess the candidates' mastery of the content of the teaching syllabus.

2. AIMS

The aims of the syllabus are as follows:

a To allow for a variety of approaches to learning and using French beyond the standard of proficiency associated with the Ordinary Level.

b To encourage the development of linguistic and general study skills for the purposes of personal, vocational and higher education.

c To inculcate the following receptive and productive language skills:
  (i) The ability to understand spoken French.
  (ii) The ability to read and understand written French.
  (iii) The ability to write French with accuracy and fluency.
  (iv) The ability to interpret and translate from and into the two official languages of Cameroon.

d To morally, culturally and intellectually enrich the learners' personality.

3. ASSESSMENT OBJECTIVES

S/N	Cognitive	Affective	Content area
1.	Understanding and Application using a concept or acquired knowledge (in language and literature) in new situations.	- Sharpen awareness to listening and hearing in order to apply, operate, prepare, solve, produce or demonstrate. - Response to rules of paying attention in view of constructing, manipulating, using or discovery.	1. Language use. 2. Literary techniques. 3. Composition writing techniques. 4. Appropriate vocabulary. 5. Idiomatic expressions. 6. Literary concepts.

S/N	Cognitive	Affective	Content area
2.	Analyses:separate material or concepts (in language and literature) into parts such that its whole structure is well understood.	- Demonstrate and explain issues, notions, and viewpoints in view of breaking down, comparing, illustrating, discriminating, and relating parts.	1. Writing styles. 2. Intrigue and action in literary texts. 3. Points of views of others in literature and essay topics. 4. Characters and their portraiture in literary texts. 5. Poetry. 6. Literaryconcepts. 7. Themes in literary texts. 8. Complex sentences for translation. 9. Functioning of the language in given situations.
3.	Syntheses: Bring together or diverse elements (especially in literature and essay writing)so as to form a whole in view of bringing out a new meaning.	- Organize parts of issues and notions in view of explaining, composing, reorganizing, compiling and designing in a given situation. - Compare and relate to values.	1. Themes in literary texts. 2. Character portraiture in literary texts. 3. Literary techniques in literary texts. 4. Setting in literary texts. 5. Points of view.
4.	Evaluation: make judgement about a given value of ideas or of materials (especially in literature and free composition).	- Internalize values in viewof appraising, comparing, criticizing, explaining and justifying in order to solve a problem. - i.e. perform, propose and conclude issues based on value judgment.	1. Characters in literary texts. 2. Setting in literary texts. 3. Opinions. 4. Points of view in Essay Writing.

4. STRUCTURE OF THE EXAMINATION
4.1. Weighting of Assessment Objectives

Assessment objectives	Weighting of Assessment objectives
Lower abilities (knowledge and understanding)	10 %
Application of knowledge and understanding of syllabus content	20 %
Analysis	30%
synthesis	30 %
Evaluation	10 %

4.2. Scheme of Assessment

Paper	Mode of Assessment	Weighting	Number of questions	Duration
One	It shall consist of fifty (50) Multiple Choice Questions (MCQ) as follows: - Literature-10questions on literary concepts and notions; - Grammar-25 questions; - Vocabulary -15questions.	30 %	50	1½ hours
Two	**Written Literature paper with seven questions to answer three.** There shall be six texts divided into three sections. **Section A** – **Poetry**: this shall consist of five selected poems from one or many authors.There shall be two questions set in this section, one of which shall be on an unseen poem, for candidates to answer one. **Section B**– **Drama:** there shall be twodrama texts (one French and the other Francophone). Two questions shall be set in this section for candidates to answer one. **Section C**– **Prose**: there shall be literary texts (one French, the two others Cameroonian). Three questions shall be set, one on each of the texts for candidates to answer one.	35 %	Seven questions to answer three	3 hours
Three	- **Written paperwith two questions to answer both**. One on **Essay Writing**and the other on **Translation**. - There shall be **four** essay topics (two on free composition and the other two on extracts) for candidates to answer one. - There shall be four short translation passages of 60 words each, covering different life and language communication situations. - Two shall be in English while the other two shall in French	35 %	2	3 hours

4.3. Table of Specification

Paper Number	Category of Assessment	Number of questions set	Marks	Level of difficulty
1	Knowledge	--	1 marks for each question.	30 single star (*) questions, 15 two star (**) questions and 5 three (***) questions
	Understanding	5		
	Application	10		
	Analysis	15		
	Synthesis	15		
	Evaluation	10		
2	Knowledge	--	20 marks for each question.	the paper shall be: *≅ 60 % ** ≅ 30 % ***≅ 10 %
	Understanding	10 %		
	Application	20 %		
	Analysis	30 %		
	Synthesis	30 %		
	Evaluation	10 %		
3	Knowledge		100 marks for each question.	
	Understanding			
	Application	1 for Q 1		*
	Analysis	1 for Q 1		**
	Synthesis	1 for Q 1		**
	Evaluation	1 for Q 1		***
		Q 2 tests all	100 marks.	Depends on the passage.

5. CROSS CURRICULA DEMANDS OF THE SUBJECT

(i) Philosophical requirements
- Logic: the building of arguments in literature and free composition writing.
(ii) English language requirements
- For translation.

6. SYLLABUS CONTENT AND ATTAINMENT TARGETS

Main topic	Sub topic	Notes on content area	Attainment targets Candidates shall be assessed on their ability to:
	1.1.Comprehension	- Passages - Les techniques de description employées dans un passage. - Les techniques d'une dissertation argumentative. - Les techniques d'un texte narratif. - Le fonctionnement de la langue dans un texte.	1. Appraise a given passage. 2. Read and translate given sentences. 3. Apply idiomatic expressions.

Main topic	Sub topic	Notes on content area	Attainment targets Candidates shall be assessed on their ability to:
1. Language	1.2.Grammar	- Les Articles (défini, indéfini, partitif et contracté). - Les noms (commun, propre, genre et nombre). - Les pronoms (possessif, relatif, indéfini, personnel, démonstratif, COI, COD...). - Les adjectifs (interrogatif, démonstratif, possessif, indéfini. Qualificatif, numéral). - Les adverbes de – manière, cause, fréquence, but, moyen, circonstance. - Les conjonctions. - L'Impératif. - Les prépositions. - La phrase (simple et complexe). - Les interjections.	Use appropriate language in varying contexts.
		- Le verbe (le temps, la voix et le mode). - Les temps du passé, du présent et du future.	
		- Le verbe et son sujet. - Le groupe nominal. - Les compléments des verbes. - Les propositions relatives et circonstancielles.	
	1.3.Spelling and conjugation	- Les fonctions des pronoms (COI, COD…) - Les différents accords; - Les accents; - La ponctuation	
	1.4 Vocabulary and expressions	- Les champs lexicaux. - La synonymie, l'antonymie et la phonologie.	Use a wide range of vocabulary in varying situations.

Main topic	Sub topic	Notes on content area	Attainment targets Candidates shall be assessed on their ability to:
2.0 Essay Writing Techniques	2.1 Introducing essay types and topics	- Les types des sujets (anlytique, argumentatif, comparatif). - La recherche des idées, la préparation d'un plan. Les techniques pour introduire une dissertation.	1. Demonstrate understanding of different strategies for introducing essay types. 2. Demonstrate a logical and focused view in introducing essays.
	2.2 Developing ideas or points in paragraphs	- Lancer une idée dans un paragraphe. - Soutenir un point de vue. - Employer les connecteurs logiques dans un paragraphe. - Tirer la conclusion partielle.	1. Develop ideas in paragraphs. 2. Defend their points of view in the paragraphs. 3. Argue for or against others' points of views. 4. Draw partial conclusions depending on the position taken in a paragraph. 5. Use transitions.
	2.3 Concluding essay topics	Comment exprimer un jugement de valeur par rapport ou type de sujet donné	Bring their points of view to a logical conclusion.
3.0 Translation Techniques	Translation	- Traduire un sens. - Traduire le temps verbal. - Traduire les structures grammaticales. - Traduire les expressions idiomatiques. - Traduire les faux amis.	1. Translate givenpassages from English into French and French into English using appropriate tenses, grammar structures and apt expressions.
4.0 Literature	4.1 Poetry appreciation	- Le mot. - La voix et le ton. - Les images (olfactive, tactile, gustative, auditive, visuelle, télépathique). - Les figures de réthorique. - La sonorité (assonance, allitération, rthyme, rime). - La structure ou la forme. - Le fond.	1. Bring out the impressions on life as given by a poem. 2. Give the dramatic effects of poetic devices. 3. Described objects by poets. 4. Bring out the meanings of poems as deduced from poetic devices. 5. Correlate different elements in different poems.
	4.2 Characterization	- Le portrait physique. - Le portrait moral. - L'évolution d'un personage.	1. Bring out character traits. 2. Bring out lessons learnt from attitudes of characters in a

Main topic	Sub topic	Notes on content area	Attainment targets **Candidates shall be assessed on their ability to:**
4.0 Literature (cont.)		- Les traits de caractère d'un personage. - Le rôle d'un personnage.	given texts. 3. Analyse the actions of characters. 4. Synthesize the relationship between characters.
	4.3 Literary techniques	- Le contrast. - Les figures ou techniques littéraires. - La langue.	Assess the effectiveness of literary techniques.
	4.4 Setting in literary works	- Le rôle d'un milieu. - Le milieu etl'action.	Assess the role and effects of different settings on characters.
	4.5 Themes and perspectives in literature	- Pour sortirunthème.	1. Draw conclusions after studying a literary work. 2. Analyse the different themes in a given literary area. 3. Assess the contribution of characters, setting and action in bringing out a theme. 4. Relate themes to their own personal experiences.
	4.6 The plot – intrigue and action	- L'origine du confli.; - La tension ou les points chauds. - Les personnages impliqués. - Le dénouement.	1. Demonstrate a good knowledge on types of characters – hero, protagonist, antagonist, minor, confident, flat character… 2. Analyse action in a literary work – if it is cyclical, linear, alternating or episodic.

7. TEXT BOOKS AND REFERENCE MATERIAL

- *A good French Language Dictionary*
- *A good English Language Dictionary*
- *A good Bilingual (French and English) Dictionary*
- Whitmarsh, W.F.H (n.d).*New advanced French Course*
- Bescherelle,& Hatier *(1990) LA Conjugaison 12000 verbes,*
- *La Grammaire Française d'A-Z*