



For Performance Measurement

**ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
(ZIMSEC)**

ADVANCED LEVEL SYLLABUS

FRENCH 9163

'A' LEVEL FRENCH - 9163

PREAMBLE

This is a two-year post 'A' Level course in French, which includes both language and literature with written and oral components. It is examinable in November **ONLY**.

AIMS

1. To enable the student to understand the spoken and written forms of French from a variety of registers.
2. To enable the student to communicate confidently and clearly in French through both the spoken and written word.
3. To develop skills, language and attitudes required for further study, work and leisure.
4. To develop insights into and encourage contact with the culture of countries where French is spoken.
5. To encourage reading in French and form a sound base for a critical approach to the texts read.
6. To provide enjoyment and intellectual stimulation.
7. To encourage positive attitudes to foreign language learning.

ASSESSMENT OBJECTIVES

The examination will assess candidates' knowledge of contemporary society and their linguistic competence. Candidates will be assessed on:

1. Oral Expression:

The ability to:

- Research, select and present information in French.
- Organise arguments and ideas logically.
- Seek and provide opinions and information in a sustained conversation in French.

2. Aural Comprehension:

The ability to understand and respond to authentic contemporary spoken language drawn from a variety of sources such as recorded news items internet, telephone messages, from radio and t.v., announcements and discussions.

3. Reading Comprehension:

The ability to understand and respond to questions based on texts drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing.

4. Written Expression:

- The ability to manipulate French accurately in written forms and in ways which demonstrate a capacity to choose appropriate examples of lexis and structures and to transform meaning from and into French.
- The ability to express themselves through arguments, narration and summaries of events.
- The ability to show evidence of research using appropriate and relevant vocabulary.

5. Literature:

The ability to read and understand texts in French and to offer critical comments and analysis.

Scheme of Assessment Summary

Candidates are to take Papers 1,3,4,5 and either 2 or 22.
All papers are offered in November only.

Paper	Weighting	Duration
Paper 1: Speaking	20%	20 minutes
Paper 2: Listening (Optional)	20%	1½ hours
Paper 3: Reading and Writing	20%	2½ hours
Paper 4: Essay and Translation into English	20%	2½ hours
Paper 5: Literature in French	20%	2½ hours
Paper 22: Listening (Optional)	20%	1½ hours

Specification Grid: A Level Examination

Objectives	Component 1	Component 2	Component 3	Component 4	Component 5
1	✓		✓	✓	✓
2	✓	✓			
3			✓	✓	✓
4		✓	✓	✓	✓
5			✓	✓	✓

Topics

All materials used in the advanced level examination will be drawn from topic areas set out on page 6, with reference to France, other countries where French is spoken **and/or Zimbabwe**. The main purpose of the lists is to offer a manageable content within a loose form of organisation, which offers flexibility to teachers in the planning of their course but places restrictions on the topic areas from which examiners may make their choice of texts.

Where the subject matter is chosen by the candidates, e.g. Presentation/Topic Conversation in component 1, they may choose topics of personal interest within the guidelines given in the list on page 6.

Appendix A gives further guidance on the use of the topic list

Appendix B gives guidance on grammatical aspects expected by the end of the course.

A Human Relationships

family
generation gap
young people

B Daily Life

patterns of daily life
urban and rural life
the media
food and drink
law and order
religion and belief
health and fitness
emerging issues

C Environment

the individual and his/her surroundings
pollution
conservation

D Work and Leisure

employment
unemployment
equality of opportunity
sport
free time activities
travel and tourism
education
cultural life/heritage

E International Affairs

war and peace
world institutions

F Scientific and Technological Innovations

medical advances
electronic communications

G Socio-economic Sector

social services
the social economic role of men and women

H Aspects of France, French-speaking countries and Zimbabwe

Scheme of Assessment Description

Component 1 Speaking (Assessment Objectives 1, 2) (20 min: 20%)

An examiner/class teacher will conduct the test, lasting approximately 20 minutes. The tests **must** be recorded on tape by the examiner/class teacher and sent to ZIMSEC according to the instructions given on page 6.

Centres are advised to keep a copy of the tape(s).

Presentation (3 – 4 minutes) (4%)

The candidate will be expected to give a presentation of about 3 to 4 minutes on a specific topic.

The candidate must select the subject matter from any of the topic areas listed on page 4. The topic must be treated in such a way as to reflect knowledge of France, any other French-speaking country **and or Zimbabwe** (e.g. Paris fashion houses, relations between France and Zimbabwe or the education system in Zimbabwe). The examiner **must** be informed of the topics chosen by their candidates **no later than one week before** the date set for the oral test.

Content: The candidate will be expected to show evidence of the ability to present relevant facts, to express opinions and hypotheses and to put forward points for discussion.

Presentation: Candidates should not recite a pre-learned passage. What is looked for is an interesting and lively presentation showing that the candidate has prepared the topic thoroughly. Candidates may bring in a limited quantity of illustrative material to help their presentation. This might include maps, diagrams, statistics, pictures, and short articles. Candidates may not bring in a script for their speech. They may, however, have prepared a cue card in French, with not more than five headings to remind them of the main points they wish to make and may bring the card with them into the examination room.

Topic Conversation (7 – 8 minutes) (8%)

The presentation will lead into a conversation about the chosen topic. Candidates must be prepared to supply additional factual information where appropriate and to express and defend a point of view. They are also required to seek information and/or opinions of the examiner and will be given every opportunity to do so.

General Conversation (7 – 8 minutes) (8%)

This section will begin with fairly straightforward questions about the candidate's background and interests and will quickly move on to a more mature conversation discussing more abstract and/or current issues within the general topic areas. Candidates should be able to discuss some matters of current interest though it is unreasonable to assume that all candidates will be closely informed on all matters of serious contemporary concern. Candidates are required to seek information and the opinions of the examiner and will be given every opportunity to do so.

See Appendix C and D: marking schemes for Component 1 Speaking

Administrative Arrangements for the Speaking Test

- 1 The speaking tests take place before the main examination period, i.e. between 15 October and 15 November. Dates for speaking tests are arranged by Centres.

All tapes and marksheets must reach ZIMSEC no later than 21 November. It is important that these dates are adhered to, in order to allow sufficient time for moderation.

- 2 Despatch and return of mark sheets:

Two mark sheets are provided.

(a) One mark sheet (the Working Mark Sheet) is intended as a working document on which the marks for each section of the test are to be entered in detail as specified in the Marking Instructions. **Be very careful to check all additions.** The total marks should then be transferred to the Computerised Mark Sheets.

(b) Copies of the working mark sheets are to be retained by the centre in case of postal losses or delays.

- 3 Arrangements for the examination

Examination conditions must prevail in the area where the examination takes place. Adequate supervision should be provided to ensure that candidates leaving the interview room do not communicate with those waiting to enter.

- 4 Recording of candidates

Centres should ensure, well in advance of the test that a suitable quiet room will be available and that their recording equipment is in good order. Rooms which are too close to a playground, recreation room or noisy classroom, are to be avoided. It is essential that unnecessary background noise should be excluded.

Care should be taken to ensure the good quality of recordings. The cassette recorder to be used should be tested before the actual test. It is essential that new unrecorded cassettes be used. Where possible, it is advisable to use a cassette recorder with external microphones so that separate microphones can be used for the candidate and the examiner. If only one microphone is being used, it should be placed facing the candidate. With a softly spoken candidate, the microphone should be placed nearer to the candidate before the start of the exam. Adjustments to the volume control during an examination should normally be avoided.

Recording should be done as unobtrusively as possible. It should be emphasised that the recording is being carried out to moderate the examination.

The recording should begin at the start of side 1 and care should be taken to avoid long gaps and extraneous noise. Both sides of the cassette should be used before beginning a new cassette. It is helpful if, **at the end of examining on each side of a cassette, the examiner states 'No further recordings on this side'**.

The examiner should introduce each cassette with the following information:

- Centre Number
- Centre Name
- Syllabus Code 9163
- Examination Name 'A' Level French
- Name of Examiner
- Date 10 November 2008

Each candidate should be introduced as follows:

- 'Candidate Number e.g. 047
- Candidate Name e.g. Chipu Dube

At the end of the test, please state 'End of Test'

Once a test has begun, the cassette should run without interruption

On no account should you stop and re-start the cassette during a test.

The contents of each cassette should be clearly labelled.

Before the cassette is despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes should then be rewound to the start of side 1.

Component 2 Listening (Assessment Objectives 2, 4) (1½ h: 20%)

Two cassettes/CDs will be provided. One with pre-programmed gaps to which the whole group will listen to together and another cassette/CD with continuous recording for walkmans. CD players will be provided on candidate's request.

There will be two sections:

Section 1 (10%)

Part A (5%)

A small number of short, factual items will be heard, e.g. news flashes, advertisements, dialogues, telephone messages.

Tasks to test comprehension might include box-ticking, matching, true/false, entering information on a grid, timetable, programme or other diagrammatic aids. Rubrics and task descriptions will be in French.

Part B (5%)

Candidates will listen to an extended piece taken from a statement or talk given by a single speaker or from an interview or a discussion involving more than one speaker. Questions will be set in French and will aim to test both overall comprehension of the text and comprehension of specific details. Candidates' responses will also be in French.

Section 2 (10%)

Candidates will listen to an extended piece taken from interviews or discussions. This part of the paper will require the candidate to interpret the text for someone who does not understand French. The tasks, which will be in English, will therefore require responses in English, and will include questions to test understanding of the main points of the text, as well as asking for more extended writing to test summary skills.

Instructions for the Conduct of Component 2 Listening

Candidates should be divided into groups of not more than 30. Each test may be given either consecutively to two groups or simultaneously to two or more groups in different rooms; no communication is to be allowed between candidates who have taken the test and those who are waiting to take it.

It is the centre's responsibility to ensure that precautions are taken to avoid unnecessary noise in the vicinity of the examination room.

Two cassettes/CDs are provided for each group of 30 candidates.

As soon as the tapes/CDs are received, the head of department concerned (or his/her nominee) should play them to check for any serious defects in the recording. This must be done under strict security conditions. Any defect should be reported to ZIMSEC immediately. The tapes should then be resealed and stored securely until required.

On the day before the test is given, and under strict security conditions, the tape recorder/CD player should be placed in the examination room and short portions of the tape/CD played over to check volume, etc.

Language Laboratories may be used, without special application to ZIMSEC for the recorded Listening Test if the equipment is considered satisfactory and there is sufficient accommodation. Particular care must be taken to ensure adequate supervision.

Once a tape/CD has been started, no attempt may be made to go back for a question which may have been missed because of noise from outside, e.g. aircraft, and candidates should be warned of this before the test is started. Only if there is an emergency in the room, e.g. a candidate faints, may the tape/CD be stopped and, later, when the emergency has been dealt with, restarted **at exactly the same place**. A note from the Supervisor should be included with the answer sheets stating at what point on the tape/CD any interruption took place and the nature of the occurrence. Similarly, if there is a good reason to doubt whether certain parts have been clearly heard by the candidates, details should also be included.

Component 3 Reading and Writing (Assessment Objectives 1, 3, 4, 5) (2 ½ h : 20%)

There will be two sections. Two passages will be set in French dealing with related themes, highlighted on page 6 and tested in a variety of ways.

Section 1 : Passage 1 (10%)

- Written responses, recognition and manipulation of structures.
- Comprehension questions in French and answers in French.
- Summary in French not exceeding 100 words.

Section 2 : Passage 2 (10%)

- Comprehension and interpretation tested through questions in French.
- Comparison of issues raised in both texts tested through a writing task not exceeding 100 words in French.
- Questions based on the opinion of the candidate on the two texts, not exceeding **140** words.

The language of the passages will be contemporary, acceptable as good style in French, and drawn either from a work of contemporary imaginative literature, or from a non-fiction work such as a biography or analysis of current issues, or from an article appearing in a journal.

Component 4 Essay and Translation into English (Assessment Objectives 1, 3, 4, 5)
(2 ½ h : 20%)

There will be two sections. Candidates are advised to spend one hour and a quarter on each section.

Section 1 Essay (12%) (1¼h)

Candidates will have to write an essay of 250-400 words in French.

To allow time for preparation and research before the essay examination in November, schools will be informed **before 1 March** in the year of the examination of six topics which will feature in the essay paper. These topics will reflect the sub-headings e.g. food and drink on page 6 and not the major headings e.g. daily life. Exact titles will not be given in advance but the subject areas will be sufficiently clearly focused to allow for meaningful preparation.

The essay section will consist of one title on each of the six topics.

Section 2 Translation into English (8%) (1¼h)

The translation will consist of one passage in French of about 200 words based on one of the given topic areas.

See Appendix E: Marking Scheme for Component 4 Essay and Translation into English

Component 5 Literature in French (Assessment Objectives 1, 3, 4, 5) (2½ h : 20%)

The paper will consist of two sections: Section 1: Texts (10%) and Section 2: Thematic Studies (10%). Candidates will be expected to answer one question from each section. Candidates will have to offer one text and one theme. One of the texts **must** be from Africa. Candidates **may not** answer **two** questions from one text. Answers will be written in French and any monolingual or bilingual dictionary will be allowed in the examination room.

Candidates may bring two texts into the examination room. These texts may contain underlining, highlighting or brief marginal annotation. Candidates may not take into the examination texts which are heavily annotated or surrounded in much of the available white space with detailed notes. Stapling or clipping should separate editor's notes.

Section 1 Texts (10%)

5 texts will be set. Candidates will be given one question on each text to choose from.

The questions will consist of an extended passage from the text, inviting candidates to comment on a particular aspect or to indicate how the passage reflects the book as a whole. This will not be a context passage (the location of the passage will have been identified) but a stimulus, which will allow candidates to bring a focus to their answer. Following the passage, there will be a number of short questions.

Questions will focus on issues central to the text under discussion and candidates will be expected to display detailed knowledge of the text and to show some awareness of how the author conveys the message of the work.

Texts for 200... / 200...:

Anouilh, *Antigone*

Laye, *L'Enfant Noir*

Maupassant, *Boule de Suif et Autres Contes de Guerre*

Molière, *L'Avare*

Oyono, *Le Vieux Nègre et la Médaille*

NB : Texts will be replaced every five years.

Section 2 : Thematic Studies (10%)

A choice of four themes will be set with three questions on each theme. The questions will focus on the themes but with reference to a particular text not used in section one.

Candidates will be required to refer in detail to one named text (the one they have taken with them in the examination room) **and** to additional material (a further text(s), excerpts from texts, films, non-literary material, etc.). Centres must select the text for detailed reference from the prescribed list below but may choose their additional material according to the interests of their candidates. **Texts may be attached to any theme as judged appropriate by the teacher: experience has shown that many texts can be studied under one or more thematic headings.** The list is reviewed every five years and ZIMSEC welcomes suggestions for new texts from teachers.

Themes for 200.../200...

- La Famille
- La Guerre
- Le Colonialisme
- L'individu et la Société
- L'actualité Africaine

	Le Colonialisme	La Famille	La Guerre	L'Individu et la Société	L'actualité Africaine
Anouilh, <i>Antigone</i>		✓		✓	
Bâ, <i>Une Si Longue Lettre</i>		✓		✓	✓
B.B. Dadie, <i>Un Nègre à Paris</i>	✓			✓	
Camus, <i>L'Etranger</i>				✓	
Thérèse Raquin : Emile Zola		✓		✓	
Joffo, <i>Un Sac de Billes</i>			✓		
Laye, <i>L'Enfant Noir</i>	✓	✓		✓	
Maupassant, <i>Boule de Suif et autres Contes de la Guerre</i>			✓	✓	
Couao Zotti : L'homme dit fou		✓		✓	✓
Oyono, <i>Le Vieux Nègre et la Médaille</i>	✓	✓		✓	
Oyono, <i>Une Vie de Boy</i>	✓			✓	
Pagnol, <i>La Gloire de mon Père</i>		✓			
Sartre, <i>Les Mains Sales</i>			✓	✓	
Vercors, <i>Le Silence de la Mer</i>			✓	✓	
Amadou : Allah n'est pas obligé			✓	✓	✓
Mongo Beti : Le Pauvre chrisme de Bomba	✓	✓		✓	✓
Les nouveaux contes d'Amadou		✓		✓	
Mission Terminé	✓	✓		✓	
Pagnol : Le château de ma mère		✓		✓	
La grande Maison Mohammed Bip	✓	✓		✓	
Couao-Zotti : Le Monstre		✓		✓	✓

See Appendix F: Marking Scheme for Component 5 Literature in French

**APPENDIX A:
FURTHER GUIDANCE ON THE USE OF THE TOPIC LIST FOR A LEVEL
(9163)**

Teachers are free to explore the topic areas *in any way they choose*. They may find the following examples (which are not prescriptive), a useful guide to planning their courses. **All these suggestions and other themes chosen by the teacher from within the topic areas, should be studied with reference to France and other countries where French is spoken, and or Zimbabwe.**

A Human Relationships

Examples of possible areas to explore under this topic

Family: family activities; new patterns of family relationships; the status of the elderly and responsibility for their care.

Generation gap: conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment.

Young people: young people and their peer group; young people as a target group for advertisers and politicians, the girl child.

B Daily Life

Examples of possible areas to explore under this topic

Patterns of daily life: daily routine; school; the individual's way of life; living conditions; rites of passage.

Urban and rural life: advantages and disadvantages; transport and communication; shopping; housing.

The media: the role and influence of the media; the power of advertising.
Information communication technologie: internet, computers, fax, CDs

Food and drink: healthy eating; fast food; traditional dishes and drinks.

Law and order: violence and crime; drug-related crime; the role of the police; law-enforcement, child abuse and rape, abortion, euthanasia.

Religion and belief: the place of religion in society; attitudes to religious belief; patterns of churchgoing; religious minorities, tolerance.

Health and fitness: healthy living; exercise; dieting; drugs; health care provision; stress; STDs, AIDS.

C Environment

Examples of possible areas to explore under this topic

The individual in his/her surroundings: effects of the environment on individuals and vice versa; protest action to protect one's locality; personal and individual ways of contributing to environmental awareness

Pollution: global warming; acid rain; air, water; noise; destruction of rain forests; damage to animal world; solutions and cost implications.

Conservation: eco-tourism, saving endangered species, landscapes and natural disasters.

D Work and Leisure

Examples of possible areas to explore under this topic

Employment: preparation for work and job opportunities; career plans; qualifications and job routines.

Unemployment: plight of the unemployed; areas of unemployment; demise of traditional industries; possible solutions; migrant workers.

Equality of opportunity: women in society and in the workforce; equality of opportunity for all groups.

Sport: individual and team sports; amateur and professional sport, sport for the physically challenged, indoor games

Free time activities: value of leisure; balance between leisure and work; planning leisure time

Travel and tourism: tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel

Education: education systems and types of schools; patterns of curriculum; relationship between education and training; further and higher education provision; examinations

Cultural life/heritage: the world of the arts; significant figures and trends in the arts; the place of culture and the arts in the life of the nation

E International Affairs

Examples of possible areas to explore under this topic

War and peace: conflicts in the world: ethnic, religious, ideological, political.

World institutions: e.g. International Monetary Fund, African Union, Organisation Internationale de la Francophonie, WHO, FAO, UNDP, UNESCO, UNICEF, etc.

F Scientific and Technological Innovations

Examples of possible areas to explore under this topic

Medical advances: advances in the treatment of diseases; ethical problems of medical progress, cloning, invitro fertilisation.

GMOS (genetically modified)

Electronic communications: modern communications systems; satellites

G. Socio-economic Sector

Examples of possible areas to explore under this topic.

Social services: public services, [electricity, water, accommodation, social welfare, transport, sanitation, fire services, central registry] insurance, disaster management.
Social economic rule of men and women: gender development and socio-economic empowerment.

H Aspects of France, French-speaking countries and or Zimbabwe

Examples of possible areas to explore under this topic

France the Francophone world and Zimbabwe: a comparative approach: socio-economic and geographical aspects.

APPENDIX B:

A LEVEL GRAMMAR

This list is not intended to be exhaustive. Teachers may expand material as required.

1. A consolidation of all 'O' Level grammar and revision of all structures.
2. A thorough revision of all tenses, of all verbs including reflexive verbs.
3. An emphasis on the use of the subjunctive and the use of the future and the conditional perfect, past historic. Use and avoidance of the subjunctive.
4. Use of "on", "l' on". (les pronoms indéfinis)
5. Extension of the following aspects of grammar:
 - ◆ Expressions of time: e.g. *depuis, pendant, venir de*
 - ◆ Negatives, e.g. *ne .. rien, ne .. personne*
 - ◆ Relative pronouns, e.g. *dont, où*
 - ◆ Asking questions using prepositions, e.g. *pour qui*
 - ◆ Use of *quel* as questions and adjectives
 - ◆ Reported speech
 - ◆ Verbs expressing certainty, e.g. *il est vrai que*
 - ◆ Comparative and superlative forms of adjectives: *c'est l'hôtel le moins cher* and their uses.
 - ◆ Passive voice, use and its avoidance of the passive voice.
 - ◆ Use of expressions such as *peut-être que, sans doute que – expression de la cause.*
 - ◆ Use of direct and indirect pronouns.
 - ◆ Use of preceding direct object and the agreement, e.g. *Les choses que j'ai achetées.*
 - ◆ Use of direct and indirect reflexive pronouns and their agreement, e.g. *Elle s'est lavée, Elle s'est lavé les mains*
 - ◆ Interchange between noun and verbs and vice versa.
 - ◆ L'article partitif
 - ◆ L'infinitif : l'infinitif passé l'infinitif négatif
 - ◆ L'expression de l'opposition et de la concession
 - ◆ L'expression du but
 - ◆ La concordance des temps.

**APPENDIX D
ZIMSEC**

Local Examination Syndicate

**'A' LEVEL ORAL
WORKING MARK SHEET**

CANDIDATE NAME:

CENTRE NUMBER:

Sustained Speech

Content / Presentation	0	1	2	3	4	5	6	7	8	9	10
Pronunciation / Intonation	0	1	2	3	4	5					
Language	0	1	2	3	4	5					

Topic Conversation

Comprehension and Responsiveness	0	1	2	3	4	5	6	7	8	9	10
Accuracy	0	1	2	3	4	5	6	7	8	9	10
Feel for the Language	0	1	2	3	4	5	6	7	8	9	10

Range of vocabulary and structures

Providing information and opinions	0	1	2	3	4	5
Seeking information and opinions	0	1	2	3	4	5

General Conversation

Comprehension and Responsiveness	0	1	2	3	4	5	6	7	8	9	10
Accuracy	0	1	2	3	4	5	6	7	8	9	10
Feel for the Language	0	1	2	3	4	5	6	7	8	9	10

Range of vocabulary and structures

Providing information and opinions	0	1	2	3	4	5
Seeking information and opinions	0	1	2	3	4	5

TOTAL MARK FOR PAPER 1 OUT OF 100

APPENDIX F

MARKING SCHEME FOR LITERATURE IN FRENCH (COMPONENT 5)

Candidates will write their essays in French. Examiners should look for a candidate's ability to communicate effectively and should ignore linguistic errors which do not impede communication. The use of French will not prove a barrier to effective communication, provided that examiners adopt as the bench mark for an appropriate standard of attainment the level of comment and insight that could be expected of an advanced level student on a visit to a French-speaking country, discussing a film or a television programme in French with an exchange partner.

Each question is marked out of 25, using the scheme outlined below, with a notional working pass mark of 13. Examiners should assume initially that candidates will meet the requirement for a sound mark and then raise or lower this mark in the light of the material presented.

Section 1 : TEXTS: Passage-based questions

Examiners should consider the extent to which candidates have been able to identify the significant issues raised in the passage and, where appropriate, have applied these to the text as a whole. The passage is a stimulus passage, to be used as a springboard to give candidates a starting point for their answer. Examiners should allow candidates to use the passage as they choose, and ask themselves how successfully the candidates have manipulated their material and to what extent they have shown depth of awareness and knowledge of the workings of the text under discussion. Examiners should reward candidates whose answers show good understanding of how a text works (e.g. use of figures of speech, registers of language, idiomatic expression, imagery) and how an author has conveyed the key issues.

Section 2 : THEMATIC STUDIES

A PRIME CONSIDERATION IS THAT CANDIDATES SHOW DETAILED KNOWLEDGE AND UNDERSTANDING OF THE TEXT.

The questions set relate to the themes in the chosen texts. Candidates will be required to prove evidence of thought and intelligent insight. Examiners should look for an awareness of the aims of authors and of particular techniques, incidents or characters which enable these aims to be fulfilled. Candidates should show some ability to assimilate the material read and present a coherent argument. They should be rewarded for their ability to offer intelligent comments on their chosen themes and the skill and extent to which they **marshal supportive material** for their case.

Section 2 requires thematic analysis. Essays will present a general picture, and, provided candidates' comments and insights respond to the question, these should be appropriately rewarded.

Candidates are required to focus on, and make specific reference to, one of the named texts from the list and to support their case by clear reference to additional material. References to other literary and non-literary works, to films, television transmissions, videos and newspapers are all valid but must be relevant. A candidate who does little more than refer to “*other books I have read*” or “*and in the film version the end is different*” will gain no advantage, unless this extra material is genuinely incorporated into the argument. Examiners should view with particular scepticism final paragraphs whose purpose is to suggest wider study where there is little evidence of such work in the bulk of an essay which has hitherto concentrated solely on a single text.

Candidates must state at the top of their essays which named text they are using for close reference. Candidates who limit themselves to a named text only and who do not make proper use of the additional material required by the rubric cannot be given more than a SOUND mark for that essay.

22 - 25 EXCELLENT	Intelligent use of material, clarity, sense of control, good organisation. Clear evidence of thoughtful evaluation of texts or themes.
19 – 21 VERY GOOD	The essay has an argument and develops a case. There is a clear line of thought. The text is used and pointed to the question and (for thematic studies) the supplementary material included is relevant. Quotations may not always be integrated but their selection is appropriate. There may be some limitations in scope, but the general issues pertinent to the text and the question have been taken into account.
17 -18 GOOD	The text is understood and is applied to the question even if the essay does not show much sophistication. For thematic studies, the candidate will refer to material beyond the named texts, but is not always able to integrate this material. Overall the impression is workmanlike with evidence of thought and preparation.
15 – 16 SOUND	Evidence that the candidate has understood the text presented. The essay has a preponderance of “content” but there is evidence of the candidate’s ability to recognise the central issues of the work. Quotation, where used, may be undigested.
13 – 14 ADEQUATE / BORDERLINE PASS	The candidate shows a limited grasp of the text. Story telling may be acceptable where it is clearly related to the question. Any evidence of understanding should be rewarded and the answer considered for the next band.
10 – 12 POOR	Some material, but little attempt to organise it or to answer question.
0 – 9 VERY POOR	Extremely brief and/or very inadequate answer. The problems may include any or all of the following: great difficulty in communicating anything in French; obvious ignorance of the texts; irrelevant answers. Levels within this band should be distinguished: the lower end for complete ignorance; up to 9 for a reasonably solid paragraph conveying some relevant information. Anything more than this should be considered for the next band.

APPENDIX C (1)
MARKING SCHEME FOR SPEAKING
(COMPONENT 1)

Presentation

The presentation will be marked out of 20 marks: Content/Presentation 10, Language 5, Pronunciation/Intonation 5. Candidates will be expected to make reference to a French-speaking country and Zimbabwe.

Content/Presentation Knowledge of facts; ability to express opinions and raise issues for discussion.	Pronunciation/Intonation	Language
9/10 Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentations; examiner's interest sustained.	5 Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	5 Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
7/8 Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps examiner's interest.	4 Good communication makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	4 Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
5/6 Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	3 A fair degree of accuracy in pronunciation, quite a number of errors; some attempt intonation and expressions.	3 May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
3/4 Material thin, rambling, repetitious, hardly any ideas or opinions; in danger of losing the examiner's interest.	2 Intelligible but anglicized and very many errors of pronunciation.	2 Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
0/2 Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation; examiner confused.	0/1 Very poor; many gross errors; frequently incomprehensible.	0/1 Very marked hesitation; severe limitation of structure and vocabulary; thought processes basically English.

APPENDIX C (2)

TOPIC CONVERSATION AND GENERAL CONVERSATION

Comprehension and Responsiveness	Accuracy	Feel for the Language	Range of Vocabulary and Structures	
			Providing Information and Opinions	Seeking information and Opinions
Very good (9-10)	Very good (9-10)	Very good (9-10)	Very good (5)	Very good (5)
No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics; able to guide the discussion and lead the examiners, offering and seeking opinion as appropriate.	Consistently accurate. Only occasional minor slips.	He has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.	Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.	Asks questions in a range of different ways and with confidence.
Good (7-8)	Good (7-8)	Good (7-8)	Good (4)	Good (4)
Few problems of comprehension. Responds readily and without undue hesitations. Reasonably forthcoming but tends to follow examiner's lead.	Accuracy generally good, with more frequently errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.	Has a very good feeling for the language. Shows competent use of relevant idioms. Avoids significant influence from English.	Asks questions confidently.	
Satisfactory (5-6)	Satisfactory (5-6)	Satisfactory (5-6)	Satisfactory (3)	Satisfactory (3)
Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics.	Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.	Feeling for French evident with some occasional use of relevant idiom. Thought processes and expression are influenced by English.	Limited expression of ideas (but no ambiguity) caused by limitations in range of vocabulary and some structures.	Capable of asking questions but with hesitancy and/or difficulty in using question forms.
Weak (3-4)	Weak (3-4)	Weak (3-4)	Weak (2)	Weak (2)
Has general difficulty in understanding. Limited response to questions on the majority of topics raised.	Generally inaccurate use of French.	Has scant feeling for French idiom. Generally translates literally from English.	Severe limitations of vocabulary and structures restrict discussion to a very basic level.	Severe limitations in forming questions impede communication.
Poor (1-2)	Poor (1-2)	Poor (1-2)	Poor (1)	Poor (1)
Severe problems of comprehension. Very marked hesitation. Limited responsiveness.	No grasp of grammatical accuracy. Errors constant and repeated.	Has no feeling for French.	Very restricted vocabulary. Only simple sentences and no variety of structure.	Questions are not readily understood.

APPENDIX E

**MARKING SCHEME FOR ESSAY: 60 MARKS
(COMPONENT 4)**

LANGUAGE (Mark out of 36)	CONTENT (Mark out of 24)
Very good (30 – 36)	(21 – 24)
Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	Detailed, clearly relevant and well illustrated; coherently argued and structured.
Good (22 – 29)	(16 – 20)
Generally sound grasp of grammar in spite of quite a few lapses; read reasonably well; some attempt at varied vocabulary.	Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
Adequate (15 – 21)	(10 – 15)
A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	Some knowledge, but not always relevant; a more limited capacity to argue.
Poor (8 – 14)	(5 – 9)
Consistency simple or pedestrian sentence patterns with persistent errors; limited vocabulary.	Some attempt at argument, tends to be sketchy or unspecific, little attempt to structure an argument; major misunderstanding of question.
Very poor (0 – 7)	(0 – 4)
Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	Vague and general, ideas presented at random.

**TRANSLATION MARK SCHEME: 40 MARKS
COMPONENT 4**

A passage of approximately 200 words will be divided into 80 marking units.