



*For Performance Measurement*

**ZIMBABWE SCHOOL EXAMINATIONS COUNCIL  
(ZIMSEC)**

**ORDINARY LEVEL SYLLABUS**

**FRENCH (3011)**

**Subject 3011 FRENCH**

**1.0 INTRODUCTION**

This is a 2 year syllabus designed to meet the needs of a wide variety of candidates, including those leaving school after O-Level; those going on to specialise in French at A-Level; those going on to further education, whether or not specialising in French; mature candidates seeking qualifications.

**2.0 AIMS**

The general aims are to:

- 2.1 develop the ability to use French effectively for purposes of practical communication;
- 2.2 form a sound base of the skills, language and attitudes required for further study, work and leisure;
- 2.3 offer insights into the culture and civilisation of French speaking countries;
- 2.4 encourage positive attitudes towards foreign language learning and speakers of foreign languages, as well as a sympathetic approach to other cultures and civilisations;
- 2.5 develop an awareness of the importance of the French language in the context of Zimbabwe's economic, scientific and cultural links with France and Francophone countries;
- 2.6 provide enjoyment and intellectual stimulation;
- 2.7 promote learning skills of a more general application (e.g. analysis, memorising, drawing of inferences).

**3.0 OBJECTIVES**

**3.1 *Listening***

The pupil should be able to:

- 3.1.1 demonstrate understanding of classroom instructions;
- 3.1.2 demonstrate understanding of specific details in interviews, as well as in formal and informal dialogues, announcements and requests;
- 3.1.3 identify attitudes, emotions and ideas which are expressed.

## **3.2 Speaking**

The pupil should be able to:

- 3.2.1** pronounce French sounds well enough for a sympathetic native speaker to understand;
- 3.2.2** respond naturally in everyday speech situations in conversation with native and non-native speakers;
- 3.2.3** take part actively in conversation, formal and informal;
- 3.2.4** initiate conversation;
- 3.2.5** ask about and relate incidents and events;
- 3.2.6** ask about and express opinions.

## **3.3 Reading**

The pupil should be able to:

- 3.3.1** show understanding of a variety of material, authentic or otherwise such as public notices and signs, advertisements and instructions;
- 3.3.2** show understanding of a variety of longer texts, such as letters, newspaper articles, short stories, comic strips, narratives, descriptions, short plays and poems;
- 3.3.3** extract relevant specific information from such material and draw conclusions therefrom.

## **3.4 Writing**

The pupil should be able to:

- 3.4.1** carry out simple writing tasks (e.g. asking for and giving personal and general information, describing, reporting, expressing opinions and feelings);
- 3.4.2** carry out longer and more complex writing tasks in response to written or visual stimuli (narrative, descriptive, or informative), using register, style and fluency appropriate to the task;
- 3.4.3** demonstrate control of vocabulary, syntax and grammar, punctuation and spelling.

## **4.0 ASSESSMENT OBJECTIVES**

The examination will assess the pupil's ability, according to the content listed below, to:

**4.1** understand French as spoken by different people in a variety of everyday contexts i.e. understand and relay factual information and make deductions and inferences there from;

**4.2** communicate in spoken French;

i.e. show mastery of French sounds and sound patterns;

understand and reply to questions in everyday situations;

describe and narrate events;

show mastery of vocabulary;

show mastery of grammatical structures (e.g. tenses);

prepare and present a topic of one's choice.

**4.3** understand written French;

i.e. read and respond appropriately to various texts;

follow the sequence of events in a text;

understand explicitly stated information;

show ability to deduce and infer;

**4.4** communicate in written French;

i.e. write a piece of continuous, cohesive and coherent French;

manipulate French accurately using a range of vocabulary and idiom appropriate to the subject matter.

## **5.0 CONTENT**

**5.1** Language Functions

**5.1.1** Impart & seek factual information

**1.** identify people and objects

2. describe and narrate
3. correct given information
4. ask for information
5. deny something
6. ask about (in)capability
7. express (in)capability
8. ask whether someone remembers or has forgotten something or someone
9. state whether one remembers or has forgotten something or someone
10. ask for and give directions.

#### **5.1.2** Express and find out intellectual attitudes

1. inquire about (dis)agreement
2. express (dis)agreement
3. ask how (un)certain others are about something
4. state how (un)certain one is about something
5. ask whether something is considered (im)possible
6. state whether something is considered (im)possible

#### **5.1.3** Express and find out about emotional attitudes

1. ask about pleasure, liking, displeasure, dislike
2. express pleasure, liking
3. express displeasure, dislike
4. express surprise
5. express hope
6. ask about (dis)satisfaction

7. express satisfaction
8. express dissatisfaction
9. express disappointment
10. ask about fear
11. express fear
12. ask about preference
13. express preference
14. express gratitude
15. express sympathy
16. ask about intention
17. express intention
18. ask about want, desire
19. express want, desire
20. express regret
21. comment on one's attitude

**5.1.4.** Express and find out about moral attitudes

1. apologise
2. grant forgiveness
3. ask about (dis)approval
4. express approval
5. express disapproval
6. express appreciation
7. express indifference
8. ask whether one is (not) obliged to do something

9. express whether one is (not) obliged to do something
10. ask whether others are (not) obliged to do something
11. express whether others are (not) obliged to do something

#### 5.1.5. Getting things done (Suasion)

1. suggest a course of action
2. request others to do something
3. invite/advise others to do something
4. instruct, direct others to do something
5. offer to do something
6. ask permission to do something
7. grant or deny permission to do something
8. warn others to take care/to refrain from doing something

#### 5.1.6. Socialising

1. greet people when meeting them
2. introduce people and being introduced
3. when taking leave
4. when beginning meals
5. to attract attention
6. inquire whether offer/invitation accepted/declined
7. accept/decline an offer/invitation

## **5.2        *Situations of Communication***

### **5.2.1 Settings**

1.    social roles: formal and informal (role-play)
2.    writing notes
3.    giving reports
4.    relaying messages
5.    writing letters, formal and informal

### **5.2.2. Media**

radio, t.v., films, sound recordings, press, telephone, letters and telegrams, computers.

## **5.3        *Vocabulary Areas***

### **5.3.1. Personal identification**

1.    name
2.    address, location and telephone number
3.    birthday and place of birth
4.    nationality
5.    languages spoken
6.    family
7.    likes and dislikes
8.    character, temperament, disposition
9.    physical appearance

### **5.3.2. Work and professions**

1.    careers
2.    place of work
3.    income

4. training
5. prospects
6. basic job description
7. job applications

**5.3.3.** house and home

1. types of accommodation
2. rooms
3. furniture and appliances
4. pets
5. gardens
6. household tasks
7. daily routine

**5.3.4.** Free time and entertainment

1. hobbies and interests
2. radio and t.v.
3. sports
4. cinema, theatre
5. reading
6. clubs and societies
7. music

### 5.3.5. Travel

1. travel to school, work
2. holidays at home and abroad
3. countries and places
4. transport (road, rail, sea, air, hitch-hiking)
5. hotel, camp site, youth hostel
6. railway and bus stations, airports and ports
7. luggage
8. tourist office, maps, directions and distances
9. travel formalities (passports, visas, customs).
10. arrivals and departures (checking in)

### 5.3.6. Health and welfare

1. parts of the body
2. positions of the body (lying down, standing, sitting, etc)
3. ailments, accidents, at the doctor's, dentist, etc
4. expression of feelings (avoir and être expressions) je suis à l'aise
5. hygiene (propre, sal mauvais, fraîche, etc)
6. making an appointment (e.g. at doctor's)

### 5.3.7. Education

1. schooling (primary, secondary, tertiary)
2. school routine (curricular and co-curricular, recreation, break time, etc)
3. school environment (buildings etc.)
4. certificate(s) and qualification(s)

### 5.3.8. Shopping

1. shops
2. foodstuffs
3. clothes
4. prices –francs, centimes, cents, euros
5. weights and sizes
6. gifts and souvenirs
7. colours and materials

### 5.3.9. Food and drink

1. types of food and drink
2. eating out
3. setting the table
4. recipes and preparing food
5. meals
6. picnics

### **5.3.10 Services**

1. post office
2. police, fire brigade
3. hospital, pharmacy, etc
4. garage, filling station
5. bank
6. church
7. registry office

### **5.3.11. Time**

1. telling the time
2. days, months, years
3. important dates and occasions
4. frequency

### **5.3.12 Weather and seasons**

### **5.3.13. Town and country**

1. city and suburbs
2. traffic
3. buildings and amenities
4. farm, village and countryside
5. animals (domestic and wild)
6. crops and orchards

7. geography and social cultural aspects
8. social cultural aspects

**5.3.14.** France and Francophone countries

1. names and countries, capitals and nationalities

**5.4 Language Content**

**5.4.1 Pronunciation**

During the first 2 years of their study of French in a Secondary School, pupils will have become familiar with the sounds of the language. At 'O' Level, pupils will be expected to develop greater skills in stress, intonation and correct sense groupings, including liaison.

**5.4.2 General Notions**

Within the overall contexts of communication specified in the syllabus, pupils should be able to understand reference to, and enquire about/express the following broad concepts:

1. Notions of existence      il y a/il n'y a pas/y a-t-il?  
     Presence/absence      il est ici/là  
     (non) availability      il y a/y a-t-il?
2. Notions of possession      possessive adjectives and pronouns,  
     use of 'de' and à
3. Notions of time
  1. General (12 hour clock and 24 hour clock)
    - clock time
    - age
    - dates
    - seasons

- point of time      quand, maintenant, il y a 2 ans, être sur le point de . . .
- length of time    depuis, pendant(que)
- frequency          tous les jours, souvent, jamais lundi
- sequence            d'abord, après cela, et puis
- rapidity            vite, à 80 km à l'heure
- continuity          continuer à/de, être en train de

## 2. Tenses (with correct concordance)

- present
- future, immediate future, future perfect
- conditional
- perfect, imperfect, immediate past, pluperfect, conditional perfect
- past historic
- passive voice

N.B The past anterior and the present subjunctive should be recognised, but pupils will NOT be expected to use them actively.

- use of the personal pronouns including 'on'.

## 4. Notions of space

- location              où, y, là, ici
- relative position    prepositions
- distance              à 2 kms
- dimension            length, size, volume

5. Notions of number/quantity

- numerals (cardinal and ordinal)
- fractions
- grammatical number (singular and plural)
- general amounts/approximation    peu de
- specific quantities                    un litre
- partitives                                de [in affirmative  
d/des and negatives takes  
de]
- degrees/intensity                    comparatives and  
superlatives, très, si ...  
que ...
- value                                      coûter, cher, prix

6. Notions of physical description

- colour
- material
- shape
- size
- smell
- sound
- taste
- temperature
- texture
- weight

**7.** Notions of evaluation

- personal character
- acceptability                      preferable, acceptable, passable, ça nous,                      convenient,
- adequacy                              c'est assez ça suffit
- capability/capacity
- correctness
- importance
- normality
- quality                                  bon, sage, mauvais, méchant
- rightness (moral)
- usefulness
- and their opposites

**8.** Notions of movement/action                      including positive, negative, Interrogative

**9.** Notions of manner and means

manner              adverbs and adverbial phrases, en + present participle  
means                à l'aide de, avec

**10.** Notions of logical relations

- conjunction                      et, mais
- inclusion                              aussi, ainsi que
- exclusion                              sans, sauf, excepte
- disjunction                          ou

- cause                    parce que, en raison de, car
- consequence            alors, de sorte que
- purpose                afin de, pour
- condition                si
- concession              malgré'', pourtant

**11.** Notions of agent and object

- use of active and passive: le chat mange la souris/la souris est mangé par le chat
- use of pronouns (emphatic, direct and indirect object, en, y)
- reflexive verbs
- government of verbs                    demander à qn de faire  
quelque chose
- transitive/intransitive verbs            parler à

**12.** Notions of qualification

- adjectives
- past participles
- relative clauses

**13.** Notions of specification ,including:

- determiners            definite and indefinite articles  
demonstrative adjectives and pronouns  
possessive adjectives and pronouns  
indefinite adjectives (chaque, quelque)  
indefinite pronouns (chacun, quelques-uns)

## 6.0 SCHEME OF ASSESSMENT

Candidates must offer three papers:

Paper 1	Continuous Writing	90 marks	30%
Paper 2	Listening/Reading Comprehension	70 marks	30%
Paper 3	Oral	40 marks	40%

### ***Paper 1 Writing and Translation (2 hour 15 minutes)***

Candidates must answer 3 questions, one from each Section.

- Section 1: Composition based on a series of pictures to depict a story to be written in the past tense in 140 to 150 words [30 marks]
- Section 2: Either (i) a letter (formal or informal) in 150 words [30 marks]  
Or (ii) a composition based on an outline given in English [30 marks]
- Section 3: Translate into English a given passage [30 marks]

### ***Paper 2 Listening/Reading Comprehension (1 hour 30 minutes)***

There will be two sections, with a break of 5 minutes between sections.

Section 1 (45 minutes) Listening Comprehension  
Live reading by the teacher will be followed by questions and answers in English [30 marks]

Section 2 (45 minutes) Reading  
A passage or passages of continuous prose with questions and answers to be written in French [40 marks]

### ***Paper 3 Oral (10 minutes per candidate)***

Section 1 (3-4 minutes) Role Play  
Candidates will be expected to initiate and continue a dialogue or dialogues based on guidelines given in English. [20 marks]

Guidelines will be given to the candidate prior to the interview to prepare. 10 minutes will be allowed.

Section 2 (6-7 minutes) General presentations of speech. General Conversation  
Candidates will be expected to answer a range of questions on matters of personal interest and experience. [20 marks]