



BOTSWANA
EXAMINATIONS
COUNCIL

JUNIOR CERTIFICATE EXAMINATION

ASSESSMENT SYLLABUS

FRENCH
CODE 032



2013

032
CODE

Botswana Examinations Council

Private Bag 0070

Gaborone

Plot: 54864 Western Bypass

Tel: 3184765/ 3650700

Fax: 3164203/ 3185011

Email: enquiries@bec.co.bw

CONTENTS

FOREWORD	4
ACKNOWLEDGEMENTS	5
1. INTRODUCTION	6
2. GENERAL AIMS OF ASSESSMENT	7
3. ASSESSMENT OBJECTIVES	8
4. SCHEME OF ASSESSMENT	9
5. ASSESSMENT GRID	14
6. GRADE DESCRIPTORS	15
7. INCLUSIVE ASSESSMENT	17

FOREWORD

The Botswana Examinations Council is pleased to release the French assessment syllabus for the revised Junior Secondary Education curriculum implemented in January 2010.

The purpose of this assessment syllabus is to guide schools, teachers and inform other educational institutions on what will be assessed in the subject area of French and how the assessment will be carried out for certification of students completing the Junior Secondary Education.

The curriculum at junior secondary level, puts emphasis on understanding and application of concepts; development of high order thinking skills (HOTS) such as inquiry, decision making, reasoning, creative, analytical, problem solving and process skills. It also calls for the acquisition of hands on experience that should increase the participation and performance of all groups e.g. groups of different abilities, learners with special needs, girls and boys.

All these skills entail more practical and challenging content and tasks that require higher levels of engagement of a learner's cognitive ability. The assessment syllabus has been designed to allow these higher order thinking skills to be assessed. It assesses what candidates know, understand and can do, enabling them to demonstrate their full potential.

The assessment syllabus is intended to promote a variety of styles of teaching, learning and assessment to enable candidates to progress to higher levels of learning. Therefore, teachers must be proficient in planning and directing a variety of learning activities. They should be conscious of the need for the students to be accountable and responsible for their own learning to some extent. They must also take into account the widening different levels of achievement which they aspire to. This implies active participation by both students and teachers, the creation of rich and diverse learning environments and the use of relevant assessment procedures to monitor the development of each learner.

It is important then that we value the student's own experiences, build upon what they know and reward them for positive achievement. This assessment syllabus is the outcome of a great deal of professional consultation and collaboration. On behalf of the Botswana Examinations Council, I wish to express my sincere gratitude to all those who contributed to the development and production of this assessment syllabus.



Executive Secretary

ACKNOWLEDGEMENTS

The Botswana Examinations Council wishes to acknowledge the contributions of the following Advisory Committee Members for their valuable contribution in the development of the French Assessment syllabus.

Mr Collen Mokalake	Kgamanyane Junior Secondary School
Ms Didimalang Kemoeng	Bonnington Junior Secondary School
Mr Ishmael Moalosi	Kopong Junior Secondary School
Mr Jean-Marc de Pierre	Alliance Française de Gaborone
Dr John Lubinda	University of Botswana
Ms Keamogetse Magogwe	Department of Curriculum Development and Evaluation
Ms Kelebogile Moçuminyane	Department of Teacher Training & Development
Mrs Moadi Kitenge	Maru-a-Pula Secondary School
Ms Naomi Segaise	Parwe Junior Secondary School
Mrs Rhoda Ngakaagae	Pitikwe Junior Secondary School
Mr Samy Kam-Bamu	Legae Academy
Ms Monicah Lekgabe	Department of Secondary Education
Ms Daphney Batlhoki	Alliance Française de Gaborone
Mr Dumisani Mhlanga	Botswana Examinations Council

1. Introduction

As part of the Botswana Junior Secondary Education Programme, the French syllabus is designed to provide a framework for the assessment of candidates who have completed a three-year course based on the revised Junior Secondary French teaching syllabus.

The Junior Secondary Education French Assessment Syllabus aims to afford the candidate an opportunity to fully demonstrate their potential and exhibit the knowledge and skills they possess through the employment of a variety of assessment modes. The syllabus also aims at providing information on what will be assessed and how it will be assessed with the intention of achieving comparable standards from year to year.

Candidates will be assessed on a scale of A – E. Candidates who fail to meet the minimum requirements for Grade E will be awarded a U.

This syllabus should be read in conjunction with:

- (a) the Junior Secondary School French teaching syllabus;
- (b) the specimen question papers and mark schemes.

This syllabus is available to private candidates.

The outcome of instruction in the content prescribed by the French teaching syllabus will be assessed through **three** written papers and a practical examination.

2. General Aims of Assessment

The syllabus embraces the subject aims defined in the French teaching syllabus.

The assessment syllabus has the following additional aims:

- To ensure proper assessment of all the important skills in the curriculum;
- To enable both teaching and assessment to cater for all ability levels;
- To provide an efficient evaluative mechanism of the curriculum;
- To encourage an investigative approach to learning;
- To provide internationally recognised standards;
- To enable the students to realise their full potential;
- To foster the development of the communication skills;
- To reinforce candidates' ability to handle and interact meaningfully with given materials;
- To encourage candidates to apply learned skills to manipulate life.

3. Assessment Objectives

For purposes of assessment, the behavioural outcomes of instruction in the prescribed content have been classified into broad skill areas known as assessment objectives. Brief descriptions of the assessment objectives are given below.

Assessment Objective 1: Knowledge and Understanding

Candidates will be assessed on their ability to;

- 1.1 locate and select relevant information from texts that are heard or read;
- 1.2 use reference skills and materials for different purposes;
- 1.3 understand and interpret a wide range of short texts, pictures and conversations that are heard or read.

Assessment Objective 2: Language Use and Communication

Candidates will be assessed on their ability to;

- 2.1 handle the mechanics of language;
- 2.2 organise and present information in various formats, showing a sense of style and register, for both oral and written purposes;
- 2.3 use linguistic forms and grammatical structures effectively;
- 2.4 express facts, ideas and opinions, or solicit for information, using a wide range of appropriate vocabulary and basic expressions.

4. Scheme of Assessment

The JCE French syllabus is assessed through **three** written papers and **one** practical examination. However, please note that **Paper 4**, which constitutes the speaking examination, will **NOT** be assessed until exemplar material is available and the necessary training has been achieved. Schools will be informed regarding the commencement of the assessment of the speaking skill.

Candidates will continue to be graded on their performance in Papers 1, 2 and 3 until the assessment of the speaking component is effected.

	Paper 1	Listening Comprehension	
Time	45 minutes		Marks 15
Weighting	15%		

This paper targets the listening skills and the paper comprises two sections, one presenting Listening Passage 1 and the other, Listening Passage 2. Candidates will be required to listen to the recording of each of the passages twice and to answer **all** questions from each of the two sections.

Section A: This section will present short-answer items based on a short recorded passage of **about 90 words (Listening Passage 1)**, which will be either a prose or a dialogue. The recording of the passage will be played twice. At the end of the first reading, candidates will be given an opportunity to go through the questions, but without writing down anything. When listening to the recording for the first time, candidates will **not** be allowed to take notes but can only do so during the second reading of the passage. At the end of the second reading, candidates will be given time to answer the questions. This section will be worth **5 marks**.

Section B: This section will present short-answer items based on a recorded passage of **about 220 words (Listening Passage 2)**, which will also be either a prose or a dialogue. The recording of the passage will be played twice. At the end of the first reading of Passage 2, candidates will be given an opportunity to go through questions, but without writing down anything.

Also, when listening to the recording for the first time, candidates will **not** be allowed to take notes but can only do so during the second reading of the passage.

At the end of the second reading, candidates will be given time to answer the questions. This section will be worth **10 marks**.

Paper 2		Reading Comprehension	
Time	1 hour	Marks	25
Weighting	20%		

This will be a written paper assessing candidates' ability to understand given material and to draw conclusions. There will be two sections in the paper, that is, Sections **A** and **B**. Candidates will be required to attempt all questions in each of the sections.

Section A: This section will present Multiple Choice and Short Answer items based on stimulus materials in the form of graphic representation, maps and drawings. Candidates will be required to answer questions targeting interpretation of the stimuli. This section will be worth **10 marks**.

Section B: This section will present Short Answer items based on a text of **about 420 words**, which will be in the form of a prose. Candidates will be assessed on understanding of specific information and general details; inferring and deducing meanings of words and phrases from context; determining the gist of a text as well as drawing conclusion. This section will be worth **15 marks**.

Paper 3		Language Use	
Time	2 hours	Marks	60
Weighting	45%		

This will be a written paper assessing language use and written communications skills. There will be two sections in the paper, that is, Sections **A** and **B**.

Section A: This section will present Short Answer items that assess candidates' ability to use grammatical structures in context. This section will be worth **40 marks**.

Section B: This section will present two tasks, that is, Task 1 and Task 2.

For Task 1, candidates will be presented with a situation for which they will be required to either write a note, a message or a postcard. The response for the task should be in French and must **not exceed 40 words**.

For Task 2, candidates will be presented with a situation for which they will be required to write a friendly letter of **at least one and a half pages long, in French**. They will be required to demonstrate the ability to communicate ideas, show a command of language as well as manage content. This section will be worth **20 marks**.

Paper 4		Speaking	
Time	15 minutes	Marks	35
Weighting	20%		

This will be a speaking component that assesses candidates' knowledge and understanding of basic French expressions and vocabulary. There will be three sections in this paper and each section will present different tasks. Candidates **will be required to carry out all the tasks**.

In preparation for sections A and B, each candidate will be presented with a role play card with a scenario to be used in Section A and some stimulus material, in the form of pictures, key words or sentences to be used in Section B. Both of these will be handed out to candidates fifteen (15) minutes before the start of the speaking examination. Candidates will be required to study the materials within the fifteen (15) minutes given and will not be allowed to take any notes during this time.

Section A: This section will present one task in the form of a Role Play. Candidates will be required to take part in a role play involving them and the examiner. Each candidate will carry out the tasks outlined on the role play card that they will have been presented with during the 15 minutes preparation time. Candidates will be assessed on the ability to communicate in French with reasonable spontaneity and the use of simple basic expressions. This section will be worth **15 marks**.

Section B: This section will present one task based on stimulus material which candidates will receive at the beginning of the fifteen (15) minutes preparation time. Candidates will be required to use the stimulus material to **formulate five questions to ask the examiner**. Candidates will be assessed on the ability to solicit for information by asking questions or seeking directions. This section will be worth **10 marks**.

Section C: This section will present a speaking task in the form of a General Conversation. Candidates will be required to do **two (2) weeks of preparation for the task prior to the examination date**. As part of the preparations, a list of topics will be presented to candidates at the start of the preparation time and candidates will be required to select one topic of interest to research on. The topic, as well as the research conducted, will constitute the basis for the presentation made by the candidate during the General Conversation session. Candidates will be assessed on the ability to narrate on the selected topic as well as to talk about themselves. Following the short presentation of two minutes, candidates will be required to answer oral questions posed by the examiner based on the specific topic selected by the candidate. This section will be worth **10 marks**.

5. Assessment Grid

The grid below shows the assessment objectives that will be mainly assessed in each paper.

ASSESSMENT OBJECTIVE	COMPONENT			
	PAPER 1	PAPER 2	PAPER 3	PAPER 4
1.1	√	√		
1.2		√		
1.3	√	√		
2.1			√	√
2.2			√	√
2.3			√	√
2.4			√	√

6. Grade Descriptors

The descriptions below provide a general indication of the skill acquisition expected of candidates for the award of key grades A, C and E.

Grade A

Candidates should be able to;

- handle the mechanics of language accurately;
- show good understanding of grammatical structures and construct simple sentences and some compound sentences correctly most of the time;
- show good understanding of graphic representations of information and interpret the same;
- express facts, feelings and opinions with reasonable clarity and relevance;
- follow and give simple written instructions and directions accurately;
- show a high level of understanding of simple texts that are heard or read;
- show good understanding of phrases and vocabulary related to areas of most immediate personal experience.

Grade C

Candidates should be able to;

- handle the mechanics of language accurately sometimes;
- show a fair understanding of grammatical structures and construct simple sentences correctly most of the time; construct some compound sentences with a few slips;
- show fair understanding of graphic representations of information and interpret the same;
- express facts, feelings and opinions with some difficulty, with relevance on most occasions;
- follow and give simple written instructions and directions with a few slips;
- show a fair level of understanding of simple texts that are heard or read;
- organise information/material in an acceptable layout most of the time;
- show a fair understanding of phrases and vocabulary related to areas of most immediate personal relevance.

Grade E

Candidates should be able to;

- show limited understanding in the use of the mechanics of language;
- show minimal understanding of graphic representations of information;
- identify very few familiar words from simple texts that are heard or read, with minimal understanding;
- organise information and material in an acceptable layout sometimes.

7. Inclusive Assessment

BEC intends to ensure that all assessment is inclusive of all candidates regardless of their ability or challenges. This will afford all candidates the opportunity to display what they know without fear or prejudice. The assessment will therefore ensure that in the written papers items cater for all ability levels. Special needs candidates will be catered for through modification of assessments to suit visually challenged candidates, learners with hearing impairment as well as learners with learning disabilities. Candidates will also be accommodated as much as possible to gain access into the practically oriented syllabuses.

Centres are however requested to;

- inform BEC of any candidates who need special arrangements by March every year;
- ensure familiarity with the BEC special arrangements manual;
- make the necessary accommodations for learners with disabilities during the teaching and learning;
- modify learners assessments according to their various needs during the teaching and learning.

This will ensure that the special arrangements carried out by BEC do not come as a shock to candidates during examination time.



BOTSWANA
EXAMINATIONS
COUNCIL

FRENCH ASSESSMENT SYLLABUS