

FRENCH SECOND ADDITIONAL LANGUAGE

A. MEANS OF ASSESSMENT

External Examination	Paper I	2 hours	[100]
	Paper II	2 hours	[100]
Continuous Assessment:	School-Based Assessment (SBA)		[100]
	Oral		[100]

400 marks

B. REQUIREMENTS

1. PAPER 1 2 hours [100]

READING AND VIEWING LANGUAGE

SECTION A [60]

Reading for Meaning: Unseen texts

This section will comprise two or three authentic texts, which can be in prose, visual and/or graphic form. Questions will require a variety of responses that may include identifying the main ideas, specific information, opinions, feelings and attitudes expressed in the texts.

Questions will test comprehension only and not the candidates' ability to express themselves. Questions may require candidates to answer in the form of completing tables, true and false, ticking boxes, filling the gap, classifying information, or choosing the correct word/option.

Candidates may also be required to formulate short answers, using their own words, in French, but the focus in this paper is on the understanding of the given texts and not on formulating own texts.

Questions targeting language ability could be included. Candidates will require an understanding of the passage, grammar and vocabulary – e.g. synonyms/antonyms, explaining in own words.

SECTION B [40]

Prescribed Texts

Texts in this section will be based on the prescribed literature.

Questions may be contextual in nature and/or may draw on a general knowledge of the prescribed texts. Questions must be answered in French. Questions will not require candidates to express, in continuous French prose, a sophisticated literary analysis. However, candidates can expect to encounter questions involving some basic *figures de style* (See 5. LANGUAGE STRUCTURES AND CONVENTIONS: REFERENCE LIST), p. 16.

2. PAPER II**2 hours****[100]****WRITING AND PRESENTING
LANGUAGE**

The focus of this paper is on formulating own text therefore questions should try to avoid an over-emphasis on understanding of the given text/s, which is covered in Paper I. Abbreviated assessment rubrics will be provided.

SECTION A: Writing a Discursive Text, Expressing Opinions, Ideas, and Feelings. [30]

A choice of two short texts (not exceeding 300 words) will be given as a "point de départ". Candidates will be required to describe, inform and express their own opinion on the topic/issues in one of the given texts using a formal register.

Candidates may draw on vocabulary and ideas in the text but must formulate their ideas in their own words. Candidates must not simply recopy portions of the text. The candidate's response will be one continuous prose text, yet still respecting the logical division of their response into coherent paragraphs.

Length: [150–250 words]

SECTION B: Writing a Transactional Text/Formulating Information. [30]

Four short texts and/or descriptions of situations from daily life will be given. Candidates will be required to react in writing to three of the situations (e.g. write short messages/an informal letter/an email message/a phone message/ a message on a social networking platform, etc. all based on situations from the daily life of an adolescent), or the context could be taken from the prescribed texts. The responses will be of a communicative nature.

The candidates are required to write approximately 50–60 words per message.

SECTION C: Language in Context [40]

Two questions will be set. Two texts (word count not exceeding 350 words) will be given as a "point de départ". Candidates will demonstrate their knowledge of language and its use in context, including the use of an appropriate register.

In the first question candidates will be required to reformulate a coherent text and to present the same information in a different format or from a different point of view (e.g. from a dialogue to an email or vice versa; from an article to a telephone conversation; from a diary entry to a description of events in either the past or the future; from a brochure to a speech/presentation; an account of a given event in reported speech, etc.).

The second question will require candidates to expand short notes into a coherent text.

Length 100–150 words each.

For details on assessment of Writing, Presenting and Language in Paper II, see **Administrative and Support Documentation (6. Rubrics for Assessment of Paper II)**

3. SCHOOL-BASED ASSESSMENT [100]

Each candidate must keep a file of written work all of which should be in French and assessed by the teacher. This must include a variety of tasks representative of the candidate's work. All work included in the file must be done in the course of the candidates' Grade 12 year of study.

The file submitted must consist of exactly **TEN** representative pieces of work, all to be written in **French**. Dictionaries (electronic or otherwise) may be used for any of the pieces submitted, with the exception of the three tests. In addition, all pieces submitted must be hand-written.

The file may not contain any grammar exercises, oral work, translation exercises or dictation. All work submitted in Section A must be continuous prose pieces. The work **must** correspond to the following categories:

SECTION A: Tasks [50]

FIVE tasks must be included in this section. There is no time limit for each task in Section A.

THREE pieces written under controlled conditions (200-300 words) each. These should be done in class but candidates may use dictionaries and any other source material. Candidates may use their grammar notes/files extensively. These pieces must be varied in nature (e.g. blog, letter, dialogue, journal, etc.). (30)

TWO pieces of **extended writing** (300-350 words), of which one must be narrative and one discursive, should be **edited once** by the candidate. Both the original, with errors underlined and coded but not corrected by teacher, and the final version, assessed by the teacher, must be submitted. The weighting of this section is 20 marks. (2×10)

Although teachers are encouraged to use the prescribed literary texts as a springboard for creative writing in Section A, they should also consider other media such as music, film, television broadcasts, advertisements, blogs, articles, etc.

For more details on Section A, see **Interpretation of Guidelines 1.2**

SECTION B: Tests [30]

A selection of **3** tests that reflect the assessment required in the final examination (Paper I and II). Each test needs to be substantial, i.e. of a duration of at least **60 minutes**. (30)

SECTION C Preliminary Examinations [20]

Both Paper I and Paper II must be included. Each paper is out of 100 marks but the total weighting of this section is 20 marks. (2×10)

Preliminary Examinations must be based on original material and not taken from previous IEB examination papers.

SBA GENERAL INFORMATION

Each candidate will be required to present his/her file in a special folder for assessment by the teacher and subsequent transmission to the IEB for moderation purposes by 31 October each year.

Please note that candidates who do not submit pieces corresponding to the specified categories may be given no marks for this assessment or be penalised in other ways at the discretion of the IEB.

- 3.1 Schools must certify that all work in each file is the candidate's own work. This does not imply that all exercises must be done under test conditions or that homework may not be included, only that the school must be confident that the work has not been unduly influenced by others.
- 3.2 All work in the file must be assessed by the teacher and given a mark. It is important to note that the pieces of work in each file should, as a whole, give a representative picture of the ability, aptitude and application of the candidate.
- 3.3 Each candidate will be given a total mark by the teacher, expressed as a percentage. Where, in the opinion of the school, an aggregate mark does not adequately reflect the ability, aptitude and application of the candidate, the school must motivate an alternative mark.
- 3.4 In addition to completing the mark sheet provided for each candidate, each school must prepare an overall mark sheet giving the examination number and aggregate mark (%) of each candidate in rank order. This is included in the teacher's file.
- 3.5 The IEB will arrange for moderation of a sufficient number of folders to take place to determine whether the marks submitted for individual candidates or for the group as a whole should be accepted, scaled in some way, or re-marked in their entirety.
- 3.6 A teacher's file must be submitted for each centre. It will indicate how the centre tackled the SBA (e.g. stimulus material, questions, rubrics, test papers, exam papers).
- 3.7 Rounding-up of marks of the SBA may only occur ONCE at the very end of the calculation of the Total SBA marks out of 100.

4. ORAL AND AURAL ASSESSMENT LISTENING AND SPEAKING

[100]

The evaluation of candidates' oral and aural proficiency should be continuous and proficiency in a variety of situations should be assessed. Candidates should be able to read, and communicate about what they read, and respond to other stimuli, pictures, recordings or 'live' speech.

The marks for: Listening and Speaking are broken down as follows:

- | | | |
|-------|----------------------------------------------------------------------------------------------------|------|
| (i) | Reading and discussion of a previously prepared document. | (20) |
| (ii) | Role Play/Situations | (10) |
| (iii) | Listening Comprehension | (30) |
| (iv) | Conversation, including general and open-ended discussion, potentially including prescribed texts. | (40) |

Listening Comprehension

Listening Comprehension tasks should be done during the year. These should be completed under controlled conditions, based on pre-recorded texts. Marks for this section are to be attained from tasks assessing three kinds of listening comprehension:

Type 1: Comprehension of the theme, context and/or gist of the text

Type 2: Comprehension of the main points of the text

Type 3: Comprehension of detailed items of information contained in the text

Questions must follow the order of the audio text. Candidates will have the opportunity to hear the audio text **three times**.

C INTERPRETATION OF REQUIREMENTS

1. GUIDELINES: SCHOOL-BASED ASSESSMENT

These guidelines should be read in conjunction with the examination requirements.

1.1 PRESENTATION

1.1.1 A teacher's file should be provided for the guidance of the moderator. It should contain: a copy of the texts; planning schedule for a group of integrated activities, recordings used for assessment, requirements of each of the assessment tasks; question papers; rubrics/mark allocations and marking memoranda (desired content).

1.1.2 The SBA cover sheet should be checked by the teacher for each candidate. The file submitted should be A4 in size, sturdy, but flat, light and not bulky. Work in the student's file should be neat, legible and written in blue or black ink only. All work must be dated.

There must be adequate margins so that documents are visible **without** being removed from the folders.

The student's file is intended to support the teacher's assessment of the candidate's ability in French. The teacher must therefore ensure that all categories of work required are correctly represented. Overall, the work in the file should be characteristic of the candidate's general level of competence at the time that the file is presented.

The teacher must ensure that the same principles are used in selecting work for the file of each candidate. While it is not necessary for samples of the same task to be included in each file, it is important that the same number of pieces of work, with the same weighting, be included for each candidate.

Pieces of work in each of the required categories should be filed together, with clear dividers between each section, and in the order indicated by the official SBA cover sheet.

Candidates' work must be in French.

Each piece must reflect the required standard of work and the minimum number of words.

The instruction for each task must be clearly indicated in front of each piece as well as in the teacher's file.

The candidate's examination number must be clearly written on the front of the folder. Candidates' names may appear on the pieces of work included in the folder.

Please note that no credit will be given for decorated files or work.

1.2 CONTENT OF SBA (Section A)

Requirements for the FIVE pieces of work submitted in Section A of the portfolio:

- 1.2.1 One edited (process writing) piece must be NARRATIVE/DESCRIPTIVE (e.g. a story, letter, creative writing) and one must be DISCURSIVE (e.g. a dialogue, letter, article, discussion) where the candidate must put forward an opinion, argue a point of view or discuss an issue.
- 1.2.2 The 2 edited pieces should be presented as a draft as well as a final version. Errors in the first draft should be underlined and coded by the teacher, but NOT corrected. The candidate then must present the original and the edited final version. Only the final version is assessed in full by the teacher. The teacher must indicate a symbol on the first draft. Both the first draft and the final version MUST be included. Only one draft is to be allowed.
- 1.2.3 All other pieces that will appear in the file may NOT be edited/re-copied.
- 1.2.4 The tasks should involve the candidates in activities around vocabulary building and using language in a variety of ways. As far as possible, the final piece of the task must assess candidates in a way that is **different** from the type of responses that are expected in the external examination. A task that starts with a research activity, continues through some oral activities to a writing activity would be suitable. **The final piece must be done under controlled conditions.**
- 1.2.5 All SBA pieces in Section A must be continuous prose pieces (i.e. not short questions and answers or contextual comprehension type questions).
- 1.2.6 Different categories of writing should be submitted (e.g. emails, formal letters, dialogues, stories, responses to authentic documents: texts, photos, cartoons, advertisements).
- 1.2.7 The level of questioning and expectation should be appropriate to the candidates' ability to express themselves in French (recognition, identification and response to character, plot and theme, NOT literary

analysis). While the objective of including literature is still to enrich candidates' experience of the language and culture, the task should focus on their ability to communicate in the target language.

Assessment should take ideas and expression into account.

1.3 ASSESSMENT OF SBA

- 1.3.1 Teachers should file and keep all work set and marked throughout the year. The original work should be submitted as is. Candidates **should not make a fair copy** of test pieces or of the final version of edited pieces.
- 1.3.2 Teachers would be well advised to set assignments like more general essays in the second half of the Grade 12 year.
- 1.3.3 Each mark for a piece of work in the file should be converted out of 10 so that the final mark for the 10 items submitted is out of 100 (i.e. 10x10).
- 1.3.4 The marks for the pieces included in the file must be recorded on the mark sheet provided, according to the instructions that accompany it. If, in an exceptional case, the mark derived for a particular candidate does not reflect a true assessment, the teacher may motivate a different mark.
- 1.3.5 The purpose of **moderation** is to ensure that the prescriptions of the syllabus and examination requirements have been followed and that standards are similar across different schools.
- 1.3.6 The student files must be ready to be submitted to the IEB for moderation by 31 October each year. Schools will be informed which files must go through to the moderation committee for moderation.
- 1.3.7 Prior to this final moderation, schools are expected to moderate in clusters. Both the teachers' files and the students' files should be moderated in the clusters so that the standard is monitored and discussed before the final submission of the selected files to the IEB.

2. GUIDELINES: ORAL AND AURAL ASSESSMENT

The oral and aural assessment by individual teachers is an ongoing process throughout the year, and will be subject to moderation in the latter part of the year. Broadly speaking, the skills contained in the CAPS for Second Additional Languages (Listening and Speaking) are expected to be assessed and the individual marks recorded by teachers.

MARK ALLOCATION

[100]

2.1 Discussion of a previously prepared document

[20]

- 2.1.1 The IEB will send schools a selection of 8–10 texts every second year. Candidates must prepare at least THREE of these, from which the moderator will select ONE for discussion. Educators are encouraged to do more than the minimum.
- 2.1.2 The candidate must introduce the document, and, through discussion and answering questions, demonstrate an understanding of the text and be able to express an opinion on the subject matter, and on related issues.
- 2.1.3 This is NOT a prepared speech.
- 2.1.4 Texts may be prepared together in class.

- 2.1.5 A maximum of 3 marks out of 20 may be attributed to the reading of part or whole of the text selected by the educator or moderator.

2.2 Role Play [10]

- 2.2.1 Although candidates are given time to prepare their role play in advance, notes may not be used when it is presented.
- 2.2.2 Teachers are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be a native speaker in order to be given 9 or 10.
- 2.2.3 Unless there is only a single candidate, role plays must take place between two candidates and not between candidate and teacher.

It is suggested that the following criteria be used for evaluating role play:

Rating Code	Description	Marks %
7	Outstanding pronunciation, intonation and fluency; an occasional slight mistake or hesitation; but excellent communication.	80–100
6	Very good pronunciation and fluency; makes a good attempt at correct intonation and expression; some mistakes, but very good communication.	70–79
5	Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; several mistakes and/or hesitation, but good communication.	60–69
4	A fair degree of fluency and accuracy in pronunciation; quite a number of errors; some attempt at intonation, expression and communication.	50–59
3	Lacks fluency; very many errors; pronunciation influenced by the home language; communication breaks down in places, but the learner struggles and keeps going.	40–49
2	Very poor; many gross errors; frequently incomprehensible; very little communication.	30–39
1	Incomprehensible.	0–29

2.3 Listening Comprehension [30]

- 2.3.1 Listening tasks must be set with care so that the focus of the assessment is on listening and not on reading, writing or speaking.
- 2.3.2 More than one mark must be collected for listening as part of the continuous assessment of listening. At least one mark for Listening Comprehension in the oral component should come from a test of 30 minutes for 30 marks.
- 2.3.3 The use of tick boxes, true/false answers, matching names to facts etc. is encouraged so that the learners do not penalise themselves in written answers since what is being tested is the candidate's listening skills.
- 2.3.4 Before a recording is played, candidates should have one or two minutes to go through the questions.
- 2.3.5 Each recording should be heard three times.

- 2.3.6 There should be a pause between each recording to allow the candidates to take notes and/or answer.

2.4 Conversation [40]

- 2.4.1 This will involve a general discussion with the teacher about such topics as personal life, future plans, daily routine, interests, etc. (see **Topic Areas**) p. 15. This will also include discussion around the compulsory theme and/or prescribed literature studied.
- 2.4.2 Teachers are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be a native speaker to obtain full marks. Decide first on the category into which the candidate falls (A, B, etc.) before awarding the exact mark. Do not inflate marks. Some candidates will fail. Be realistic. The mark must reflect the candidate's oral ability at the end of the Grade 12 year.

It is suggested that the following criteria be used for evaluating conversation:

Rating Code	Description	Marks %
7	Clearly expressed, accurate, to the point, fluent; very effective vocabulary; hardly any language errors. Interested and interesting. A real conversation is maintained.	100–80
6	Competent use of vocabulary; few language errors, most of the time fluent.	79–70
5	Can communicate effectively, despite errors. Conversation maintained, but ordinary.	69–60
4	Can communicate reasonably effectively, despite errors. Conversation maintained most of the time.	59–50
3	Can at times communicate fairly comprehensibly, despite errors. Needs some help from the assessor.	49–40
2	Slow and laboured attempt at conversation. Often does not understand questions. Few full sentences, but some basic communication.	39–30
1	Does not understand questions. Almost no full sentences. Meaning impeded by constant errors and hesitation. So many mistakes that communication is broken. Frequent use of home language or language of learning and teaching.	29–0

MODERATION OF ORAL WORK

The IEB will arrange for moderators to visit schools from September to mid-October for the purpose of standardising the school assessment for oral work.

Schools will be informed of the dates on which they will be visited. On his/her arrival, the moderator should be presented with:

- the correct forms as supplied by the IEB.

- a list of all candidates and the final mark (out of 100) for oral, arranged in order of merit, so that the moderator may select candidates from the entire range of ability.
- the mark sheet/mark book for the class showing the breakdown of how the oral mark was composed.

The function of the moderator is to ensure that the prescriptions of the IEB Assessment Guidelines have been followed and that standards are similar across different schools. On the basis of the interviews conducted, the moderator will make recommendations to the IEB as to whether the marks for the school as a whole should be accepted as they are or be adjusted in some systematic way.

IEB COPYRIGHT

D ADMINISTRATIVE AND SUPPORT DOCUMENTATION

1. SBA cover sheet with declaration
2. SBA rank order mark sheet
3. Oral Moderation rank order mark sheet
4. Topic Areas
5. Language Structures
6. Rubrics for Assessment of Paper II
7. National Moderation checklist: Learner's file
8. National Moderation checklist: Teacher's file

IEB COPYRIGHT

1. SBA COVER SHEET WITH DECLARATION



**NATIONAL SENIOR CERTIFICATE EXAMINATION
NON-OFFICIAL LANGUAGES
FRENCH SECOND ADDITIONAL LANGUAGE
SBA COVER SHEET**

NAME OF CANDIDATE: _____

EXAMINATION NUMBER: _____

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SECTION A 200–300 words in continuous prose Tasks under controlled conditions		Mark achieved			Converted Mark			
1	Title:		out of			out of	10	
2	Title:		out of			out of	10	
3	Title:		out of			out of	10	
TOTAL						out of	30	
Extended writing 300–350 words in continuous prose								
4	Narrative:		out of			out of	10	
5	Discursive:		out of			out of	10	
TOTAL						out of	20	
SECTION B 60 minutes minimum Tests								
6	Type:		out of			out of	10	
7	Type:		out of			out of	10	
8	Type:		out of			out of	10	
TOTAL						out of	30	
SECTION C Preliminary Examinations								
9	Paper I		out of	100		out of	10	
10	Paper II		out of	100		out of	10	
TOTAL						out of	20	
TOTAL SBA MARK							out of	100

I certify that all the work in this file is the candidate's own work.

Signature of teacher: _____

Date: _____

I certify that all the work in this file is my own work.

Signature of candidate: _____

Date: _____

2. SBA RANK ORDER MARK SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION
NON OFFICIAL LANGUAGES
FRENCH SECOND ADDITIONAL LANGUAGE
SBA RANK ORDER MARK SHEET**

CENTRE NO

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CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)

	EXAMINATION NUMBER											MARK-100
1												
2												
3												
4												
5												
6												
7												
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25												

3. ORAL MODERATION RANK ORDER MARK SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION
NON OFFICIAL LANGUAGES
FRENCH SECOND ADDITIONAL LANGUAGE
ORAL ASSESSMENT**

CENTRE NO

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CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)

	EXAMINATION NUMBER											MARK-100
1												
2												
3												
4												
5												
6												
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4. TOPIC AREAS

Teachers may refer to the following list of topics as a guideline for preparing candidates for Paper I (Section A), Listening Comprehension as well as the Conversation:

Daily life and habits

Future plans

Communication

Culture

Education

Health

Identity

Jobs/Money

Law

Leisure/Hobbies

Love/Happiness/Friendship

Entertainment

Community and Family

Citizenship

Nature/environment

Politics/Religion

Role models

Sport

Technology

Tourism

Urban/Rural life

5. LANGUAGES STRUCTURES AND CONVENTIONS: REFERENCE LIST

STRUCTURES DE LANGAGE	
Vocabulaire et usage de la langue	
Synonymes, antonymes. Figures de style (comparaison, métaphore, personnification, contraste, ironie, sarcasme, symbole) + assonance, allitération, enjambement, sonorités, rime et rythme. Expressions idiomatiques et proverbes.	
Structure de phrase	Types
Déterminants	Articles indéfinis : <i>un, une, des</i> Articles définis : <i>le, la, l', les</i> Article défini pour indiquer la possession : <i>le livre de Paul</i> Article défini précédant les noms abstraits : <i>la liberté, le courage,...</i> Articles partitifs : <i>du, de la, de l', des</i>
Noms	Genre : masculin, féminin (en : -e, -euse, -trice, -ne, -te, etc.) Nombre : singulier, pluriel (en -s, -x) Nationalités Professions Noms collectifs : <i>la police, elle...</i>
Pronoms	Pronoms sujets : <i>je, tu, il, elle, nous, vous, ils, elles</i> Pronoms toniques : <i>moi, toi, lui, elle, nous, vous, eux, elles</i> Pronoms compléments directs et indirects : <i>me, te, le, la, lui,...</i> Pronoms y et en Ordre des pronoms : <i>il me la donne, il la lui donne, etc...</i> Pronoms possessifs : <i>le mien, la tienne, les nôtres, etc...</i> Pronoms démonstratifs : <i>celui, celle, ceux, celles</i> Pronoms relatifs simples et composés : <i>qui, que, dont, lequel, laquelle, lesquels, etc...</i> Pronoms interrogatifs : <i>laquelle, lequel, lesquelles, lesquels... ?</i> Locutions pronominales <i>ce qui, ce que</i>
Adjectifs	Adjectifs qualificatifs – position : <i>bon, petit, etc...(avant) intéressant, sérieux, etc...(après)</i> Adjectifs possessifs : <i>mon, ma, mes, ton, ta, tes, etc...</i> Adjectifs démonstratifs : <i>ce, cette, ces.</i> Adjectifs interrogatifs : <i>quelle, quel, quelles, quels +N... ?</i> Adjectifs cardinaux et ordinaux : <i>un, deux/ premier, deuxième, etc.</i> Adjectifs indéfinis : <i>quelques, certains, etc...</i> Comparatifs et superlatifs : <i>plus, moins, autant...que, le plus..., le moins...</i>
Adverbes	Adverbes de négation : <i>ne...pas, ne...jamais, ne...plus, ne...pas encore</i> Adverbes interrogatifs : <i>pourquoi ? quand ? comment ?</i> Adverbes de manière : <i>bien, mal, courageusement, ...</i> Adverbes de temps : <i>souvent, toujours, parfois, longtemps ...</i> Adverbes intensificateurs d'adjectifs : <i>très, trop, assez +adjectifs</i> Adverbes de quantité : <i>beaucoup, peu, complètement, ...</i> Locution adverbiale « en train de »
Prépositions	À et de + articles contractés Prépositions de lieu : <i>sous, sur, dans, autour, etc...</i> Prépositions avec les noms géographiques : <i>au, en, à, aux</i> Prépositions + infinitifs : <i>pour, afin de, sans, etc...</i>
Verbes	Verbes transitifs directs, indirects : <i>manger, regarder / téléphoner</i> Verbes intransitifs : <i>partir, etc...</i> Verbes pronominaux : <i>se dépêcher, se lever,</i>
Temps	Présent : <i>je regarde, je pars</i> Imparfait : <i>je regardais, je parlais</i> Passé récent : <i>je viens de regarder, je viens de partir</i> Passé composé avec auxiliaire avoir ou être : <i>j'ai regardé, je suis parti(e)</i> Plus que parfait : <i>j'avais regardé, j'étais parti(e)</i> Futur proche : <i>je vais regarder, je vais partir</i> Futur simple : <i>je regarderai, je partirai</i> Futur antérieur : <i>j'aurai regardé, je serai parti(e)</i>
Modes	Impératif Conditionnel, conditionnel passé Subjonctif
Voix active/ Voix passive	<i>Le chat mange la souris</i> <i>La souris est mangée par le chat</i>
Discours indirect	<i>Il dit qu'il est là, il a dit qu'elle viendrait</i>
Particularités lexicales	Abbreviations, acronymes : <i>la SNCF, l'ONU, la RATP, le RER, etc...</i>

6. RUBRICS FOR ASSESSMENT OF PAPER II

SECTION A EXPRESSION D'OPINION

QUESTION 1

Expression d'un point de vue sur un sujet évoqué dans un court texte.

Respect de la consigne Longueur (moins de 150 mots)	1	
Registre formel	1	
Structure Globale - (introduction et conclusion appropriées)	2	
Contenu (capacité à exprimer sa pensée) Peut présenter ses idées, ses sentiments et/ou ses réactions et donner son opinion personnelle sans recopier le texte - richesse des idées / originalité (± 4) - justification / soutien des idées ; raisonnement (± 4) - Cohérence (séparation d'idées) et cohésion (par exemple : conjonctions)(± 2)	10	
Lexique - tournures et lexique de l'opinion et des sentiments (1) - étendue/richeesse du vocabulaire (± 2) - maîtrise de l'orthographe (± 1)	4	
Grammaire - temps verbaux (choix ; concordance) - accord sujet/verbe ; conjugaison des verbes - accord des adjectifs et des noms - pronoms personnels et relatifs - etc.	10	
Degré d'élaboration et variété de <u>structures grammaticales</u> et de <u>structures de la phrase</u> : (si / après avoir / avant de / en + participe présent / venir de / plus-que-parfait / conditionnel passé / futur antérieur / subjonctif / pronoms d'objet direct et indirect / pronoms possessifs / pronoms démonstratifs / etc.)	2	
TOTAL	30	

REMARQUES

- **La longueur indiquée pour la production** n'est qu'une indication destinée à guider le candidat dans sa rédaction.
La qualité de la production est plus importante que le nombre de mots (qui est plutôt mécanique).

Attention :

C'est dans l'intérêt du candidat de bien respecter la consigne de longueur indiquée (150–250 mots). Par exemple, en écrivant moins on risque de ne pas dire assez ; en écrivant plus on risque de se répéter. Donc c'est évident que si le candidat ne respecte pas la consigne de longueur indiquée, il risque de se pénaliser lui-même.

- **Contenu (capacité à exprimer sa pensée) :** l'examineur veillera à ne pas porter de jugement personnel sur la nature des idées ou des arguments développés par le candidat. Seule compte la capacité à les exprimer et à les rendre immédiatement compréhensibles.
- **Recopier / citer le texte donné comme point de départ :** un candidat qui n'utilise pas ses propres mots sera pénalisé partout (contenu, lexique, grammaire).
- **« Prime de risque » (contenu ou grammaire) :** Il faut valoriser les candidats qui, au lieu de se cantonner prudemment dans le strict minimum requis par l'épreuve, auront cherché à *personnaliser* leur production et auront essayé de s'exprimer avec plus de sophistication grammaticale. Pour être prise en compte, cette volonté de personnalisation ne doit pas nuire à la cohérence de l'ensemble, ni desservir le sens.

[30]

SECTION B MESSAGES

QUESTION 2

Rédaction de trois messages correspondant à des situations de communication diversifiées.

Rituel - présenté comme courriel / lettre / message vocal / etc.	1	
Registre de langue - amical / formel ; tu / vous ; cohérence de registre	1	
Contenu - adéquation de la production avec le sujet proposé (répond à tous les aspects de la consigne)(2) - originalité / authenticité / « sparkle » / « je ne sais quoi » (1)	3	
Compétence linguistique (grammaire)	5	
TOTAL	10	

REMARQUES

- **Rituel** : cette rubrique est à évaluer en termes *d'adéquation* communicative, ce qui revient à répondre à la question « comment ce texte sera-t-il perçu par le destinataire ? ». On ne demande donc pas au candidat de maîtriser un catalogue de formules (ex. de politesse, administratives), mais seulement de respecter les règles de base qui assureront à son texte une réception favorable.
- **Hors sujet** : un candidat qui ne répond pas du tout à la consigne aura 0 (par exemple, il écrit un texte appris par cœur à l'avance).

[30]

SECTION C LANGUE EN CONTEXTE

QUESTION 3

Reformulation d'un texte.

Respect de la consigne - maîtrise du rituel approprié, par exemple : article, lettre, dialogue, etc.	1	
Registre de langue (cohérence : amical / formel ; tu / vous / on)	1	
Structure et cohérence - par exemple : introduction et conclusion appropriées ; conjonctions	3	
Contenu - <i>sélection</i> des informations pertinentes (2) - <i>compréhension / utilisation logique</i> des informations sélectionnées (enchaînement des idées, lexicque) (2) - personnalisation / style / originalité / authenticité (pas question d'ajouter de l'information) (1)	5	
Compétence linguistique (grammaire) <i>N.B. Reformulation des phrases données (ne pas copier)</i>	10	
TOTAL	20	

REMARQUES

- Rituel :** cette rubrique est à évaluer en termes *d'adéquation* communicative, ce qui revient à répondre à la question « comment ce texte sera-t-il perçu ? ». (authenticité) (Par exemple, pour une lettre on ne demande donc pas au candidat de maîtriser un catalogue de formules de politesse, mais seulement de respecter les règles de base qui assureront à son texte une réception favorable.)
- La longueur indiquée pour la production** n'est qu'une indication destinée à guider le candidat dans sa rédaction.
La qualité de la production est plus importante que le nombre de mots (qui est plutôt mécanique).
Attention :
C'est dans l'intérêt du candidat de bien respecter la consigne de longueur indiquée (100–120 mots). Par exemple, en écrivant moins on risque de ne pas dire assez ; en écrivant plus on risque de se répéter. Donc c'est évident que si le candidat ne respecte pas la consigne de longueur indiquée, il risque de se pénaliser lui-même.
- Recopier / citer / ignorer le texte donné :** Il faut REFORMULER le texte donné. Un candidat qui n'utilise pas ses propres mots (ou également n'utilise pas les informations données) sera pénalisé partout (contenu, compétence linguistique).
- Hors sujet :** un candidat qui ne répond pas du tout à la consigne aura 0 (par exemple, il ne reformule pas du tout le texte donné et écrit plutôt un texte original). **[20]**

SECTION C LANGUE EN CONTEXTE

QUESTION 4

Formulation d'un texte cohérent à partir de notes.

Respect de la consigne - maîtrise du rituel approprié, par exemple : article, lettre, dialogue, etc.	1	
Registre de langue - cohérence : amical / formel ; tu / vous / on	1	
Structure et cohérence - par exemple : introduction et conclusion appropriées ; conjonctions	3	
Contenu - utilisation de <i>presque toutes</i> les informations données (2) - <i>compréhension / utilisation logique</i> des informations sélectionnées (enchaînement des idées, lexique) (2) - personnalisation / style / originalité / authenticité (pas question d'ajouter de l'information) (1)	5	
Compétence linguistique (grammaire) <i>N.B. Création de phrases complètes et grammaticalement correctes ; transformation des notes, par exemple : les noms en verbes, etc.)</i>	10	
TOTAL	20	

REMARQUES

- **Rituel** : cette rubrique est à évaluer en termes *d'adéquation* communicative, ce qui revient à répondre à la question « comment ce texte sera-t-il perçu ? » (authenticité)
- **La longueur indiquée pour la production** n'est qu'une indication destinée à guider le candidat dans sa rédaction.
La qualité de la production est plus importante que le nombre de mots (qui est plutôt mécanique).
Attention :
C'est dans l'intérêt du candidat de bien respecter la consigne de longueur indiquée (100–120 mots). Par exemple, en écrivant moins on risque de ne pas dire assez ; en écrivant plus on risque de se répéter. Donc c'est évident que si le candidat ne respecte pas la consigne de longueur indiquée, il risque de se pénaliser lui-même.
- **Recopier / citer / ignorer les notes données** : Il faut utiliser les notes données pour créer un nouveau texte cohérent. Un candidat qui n'utilise pas ses propres mots (ou également n'utilise pas les informations données) sera pénalisé partout (contenu, compétence linguistique).
- **Hors sujet** : un candidat qui ne répond pas du tout à la consigne aura 0 (par exemple, il n'utilise pas du tout les notes données et écrit plutôt un texte original ; ou il recopie les notes sans les adapter pour former des phrases complètes).

[20]

7. NATIONAL MODERATION CHECKLIST: STUDENT



SECOND ADDITIONAL LANGUAGE: GRADE 12 SBA NATIONAL MODERATION CHECKLIST: LEARNER'S FILE

Examination Centre: _____ Name of School : _____

Province: _____ Subject: _____

Comments on particular numbers may be made overleaf.

GENERAL ADMINISTRATION/PRESENTATION		YES	NO
1	IEB Cover Sheet – marks converted & totalled accurately?		
2	IEB Cover Sheet – signed by teacher & candidate?		
3	File dividers for each section?		
4	Correct number of tasks in each section (3+ 2 + 3 + 2 = 10)?		
5	Tasks filed in order of cover sheet?		
6	Requirements (questions/essay titles/etc.) filed before each task?		
7	Candidate's work all dated?		
8	File easy to read (margins/no pockets or clips to undo/etc.)?		

CONTENTS: SECTION A (Controlled/Edited Pieces)		YES	NO
9	All continuous prose pieces (no short questions & answers)?		
10	Tasks different from those in final external examinations?		
11	Different categories of writing (letters/responses to texts/etc.)?		
12	Controlled pieces: all 200–300 words?		
13	Edited pieces: all 300–350 words?		
14	Edited pieces: one Narrative & one Discursive?		
15	Edited pieces: draft (only one) plus final version submitted?		
16	Edited pieces: draft coded (not corrected), with initial symbol?		
17	Edited pieces: final version assessed in relation to draft?		

CONTENTS: SECTION B (Tests)		YES	NO
18	Tests reflect sections of final external examinations?		
19	Each test of appropriate length? (1 hour)		

CONTENTS: SECTION C (Preliminary/Trials Examinations)		YES	NO
20	Examinations set according to IEB criteria?		
21	Both Paper 1 & Paper 2 included?		
22	No part or whole of past IEB papers used?		

ASSESSMENT (GENERAL)		YES	NO
23	Level of questioning/expectation appropriate to 2 nd Add. Language?		
24	Assessment criteria clear & applied (e.g. rubrics/mark allocations)?		
25	Assessment visible (corrections/comments/marks)?		
26	Level of assessment valid in relation to other centres? (high/low)		

COMMENTS: _____

Name of Moderator: _____

Signature of Moderator: _____ **Date:** _____

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SECOND ADDITIONAL LANGUAGE: GRADE 12 SBA
NATIONAL MODERATION CHECKLIST: TEACHER'S FILE

Examination Centre: _____ **Name of School:** _____

Province: _____ **Subject:** _____

Comments on particular numbers may be made overleaf.

GENERAL ADMINISTRATION/PRESENTATION		YES	NO
1	Contents page?		
2	File dividers for each section?		
3	Rank order list of all candidates (indicating different teachers)?		
4	IEB lists of candidates for moderation (cluster/final)?		
5	Correct student files presented for moderation?		

TASKS (GENERAL)		YES	NO
6	Correct number of tasks set for each section (3/2/3/2=10)?		
7	Copies of all tasks set in each section?		
8	Copies of all stimulus materials used for tasks?		
9	Requirements for all tasks clear?		
10	A variety of tasks set?		

ASSESSMENT (GENERAL)		YES	NO
11	Assessment criteria for all tasks clear & varied?		
12	Copies of rubrics/marking memoranda/etc. for each task?		
13	Level of assessment valid in relation to other centres? (high/low)		

COMMENTS: _____

Name of Moderator: _____

Signature of Moderator: _____ **Date:** _____