



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)

FRENCH FOREIGN LANGUAGE LEARNING CONTENT BOOKLET

ORDINARY LEVEL

BORROWED SYLLABUS CODE: 0520

GRADES 10 - 11

To be used together with the Cambridge International IGSCE syllabus

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1. INTRODUCTION

The Namibia Senior Secondary Certificate (NSSC) OL is designed as a two-year course following on the successful completion of the Junior Secondary Phase. The syllabus meets the requirements of the National Curriculum for Basic Education and has been approved by the National Examination, Assessment and Certification Board (NEACB). The main sections are:

- Aims
- Learning content
- Assessment
- Grade descriptions

The National Curriculum Guidelines, applicable at the stage of Senior Secondary Education (Grades 10 to 11) and at equivalent stages of non-formal education, as a part of life-long learning, recognise the uniqueness of the learner and adhere to the philosophy of learner-centred education.

The Namibia National Curriculum Guidelines aim to:

- recognise that learning involves the development of values and attitudes as well as knowledge and skills;
- promote self-awareness and an understanding of the attitudes, values and beliefs of others in a multilingual and multicultural society;
- encourage respect for human rights and freedom of speech;
- provide insight and understanding of crucial global issues in a rapidly changing world which affect quality of life: the AIDS pandemic; global warming; environmental degradation; misdistribution of wealth; expanding and increasing conflicts; the technological explosion and increased connectivity;
- recognise that as information in its various forms becomes more accessible, learners need to develop higher cognitive skills of analysis, interpretation and evaluation to use the information effectively;
- challenge and motivate learners to reach their full potential and to contribute positively to the environment, economy and society.

Thus, the Namibian National Guidelines should provide opportunities for developing essential/key skills across the various fields of study. Such skills cannot be developed in isolation and they may differ from context to context according to the field of study.

Language contributes directly to the development of the seven key skills marked *.

- Communication skills *
- Numeric skills
- Information skills*
- Problem-solving skills*
- Critical and creative thinking skills*
- Self-management and competitive skills*
- Social and co-operative skills*
- Physical skills
- Work and study skills*

2. RATIONALE

There are convincing reasons why French should be taught as a Foreign Language in Namibia. These may be summarised as follows:

- a linguistic and cultural link which has relevance and importance in contemporary Namibia;
- the on-going contribution to the culture of Namibia made by speakers of foreign languages;
- the educational opportunity for learners to acquire a foreign language as well as the languages of their own multicultural society;
- the importance of French in the country's economy, especially in the areas of tourism and business;
- the pressures of globalisation, which place demands on all nations to maintain and extend the range of foreign languages taught in schools.

3. AIMS

The aims of the syllabus are the same for all learners. They are set out below and describe the educational purpose of a course in French Foreign Language for the NSSCO examination. They are not listed in order of priority.

The aims are to:

- develop the ability to use French effectively, accurately and appropriately for the purpose of practical communication in speech and writing
- enable learners to read and enjoy a variety of French texts
- develop a fuller awareness of the nature of language and language learning
- enable learners to understand and respond appropriately to what they hear, read and experience in French
- encourage positive attitudes towards French learning and towards speakers of French and a sympathetic approach to other cultures
- complement other areas of study by encouraging skills of a more general application (e.g. analysing, memorising, drawing of inferences)
- offer insights into the culture of the countries and societies where French is spoken.

4. ADDITIONAL INFORMATION

4.1 Guided learning hours

The NSSCO level French Foreign Language syllabus is designed on the assumption that learners have about 130 guided learning hours per subject over the duration of two years, but this is for guidance only. The number of hours required to gain the qualification may vary according to local conditions and the learners' prior experience of the subject. The National Curriculum for Basic Education (NCBE) indicates that this subject will be taught for 8 periods of 40 minutes each per 7-day cycle, or 6 periods of 40 minutes each per 5-day cycle, over two years. The overall total of teaching hours expected is 130 hours.

4.2 Prior learning

Learners are required to have done French Foreign Language in JS Grades 8-9. Students are required to have completed A1 level French according to the Common Framework of Reference for the European Languages.

4.3 Progression

NSSCO levels are general qualifications that enable learners to progress either directly to employment, or to proceed to further qualifications. Learners who are awarded grades C to A* in NSSCO French Foreign Language are well prepared to follow courses leading to Namibia Senior Secondary Certificate Advanced Subsidiary (NSCCAS) level Foreign Language, if available.

4.4 Support materials and approved textbooks

An NSSCO French Foreign Language syllabus, question papers and examiner reports are sent to all schools offering the subject. Assessment manuals in subjects, where applicable are also sent to schools. Approved learning support materials are available in the Senior Secondary Textbook Catalogue for Schools. The Senior Secondary Textbook Catalogue is available on the institution's (NIED) website (www.nied.edu.na). Schools may also use textbooks previously listed in the Textbook Catalogue but which do not appear anymore. Examples of other viable sources teachers may wish to use are newspapers, magazines, CDs, dictionaries, encyclopaedia and the internet.

4.5 Teacher support

We offer a few support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See www.nied.edu.na for further information. Additional training and support is done through Franco Namibian Cultural Center (FNCC) in Windhoek.

5 OVERVIEW OF LEARNING CONTENT

5.1 General

The Learning Content is the same for all learners. There is a very close link between the learning content and the content of the examination papers. However, they are not identical. There are many desirable classroom activities which cannot feature in an examination. The summary of the learning content should be read with this distinction in mind and with reference to the Assessment Objectives and the Description of Examination Papers, See *Cambridge IGSCE syllabus*.

5.2 Aims of the learning content

As a result of communicative approaches to language learning, language skills are taught in an integrated way, just as we learn and use language in real life. Therefore, the aims of the four skills, Listening, Speaking, Reading and Writing are integrated as shown in aims 1 and 2 below. In addition, aim 3 relates to forms of productive writing which do not necessarily require an oral or visual stimulus. The aims are to:

- 1) understand and respond, in speech and in writing, to spoken language;
- 2) understand and respond, in speech and in writing, to written language;
- 3) produce a range of different text types;
- 4) show knowledge of a range and variety of vocabulary (see Defined Content List, can be downloaded from Cambridge International website) and accurately apply the grammar of French;
- 5) demonstrate knowledge and understanding of aspects of the societies where French is spoken within the range of topics listed in the Cambridge IGSCE syllabus.

6 LEARNING CONTENT

The following section of learning content should be read in conjunction with the Defined Content booklet and the specimen papers. The defined content is intended as a guide for teachers to assist in the planning of schemes of work, and as an indication of the language content which forms part of the exam papers. The booklet contains:

- A minimum core vocabulary list. The assessment tasks in Section 1 of Papers 1 and 2 will draw from this list. No item of vocabulary will be tested in those sections unless it occurs in the defined list.
- A list of grammar and structures. This list is an expanded version of the summary of grammar given in paragraph 6.5 of this summary of learning content.

The learning content follows on from the learning aims set out in paragraph 3 above, as follows:

- 6.1 Listening
- 6.2 Speaking
- 6.3 Reading
- 6.4 Writing
- 6.5 Grammar and usage

6.1 Listening

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
<i>Learners will:</i>	<i>Learners should be able to:</i>
1. listen to and understand a range of texts	• demonstrate that they can distinguish between the different sounds of the language and relate these to meaningful information • identify the type of conversation they have heard, e.g. greeting, instruction or discussion • understand spoken language which involves one or more speakers on any suitable topic • give an oral report of what they have heard
2. understand a speaker who has an acceptable command of the language	• demonstrate understanding of the meaning of spoken information in context • extract specific detail in short announcements, narratives, descriptions, interviews, dialogues, instructions
3. listen to and understand instructions	• respond to oral information • follow directions • identify keywords in instructions • demonstrate understanding of oral instructions
4. understand intention, emotion and attitude	• distinguish intention, emotion and attitude, as appropriate in materials they have heard • interpret intonation and stress

6.2 Speaking

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
<i>Learners will:</i>	<i>Learners should be able to:</i>
1. communicate orally in social interactions with people of different ages and status	• speak clearly and confidently in response to other speakers, and actively seek to take the initiative where appropriate • greet and give appropriate responses • take leave of people • introduce someone and be introduced at various levels of formality • initiate, sustain and close conversations • pay and respond to compliments • apologise • offer congratulations • make or cancel arrangements • demonstrate understanding and be able to communicate ideas and information • respond to communicative input in an understandable manner with appropriate pronunciation, intonation and fluency • express themselves fluently with appropriate pronunciation and intonation
2. use language to request or pass on information and to accomplish appropriate communication	• invite and accept/refuse invitations • demonstrate competence in adapting style to audience, context and genre, and use a wider range of language • ask for information or provide information upon request • ask for and give directions • place orders or ask for specific services, e.g. in a shop, restaurant • ask permission for something • convey information about time, quantities, measurements, directions and geographical areas • relay autobiographical information about themselves, family and home, hobbies and interests, future hopes and plans • describe Namibia, as well as French speaking countries, and how festive days are celebrated • ask for information about a foreign country, e.g. concerning school, family life and how festive days are celebrated • respond to questions asked about a visual stimulus • make an oral presentation on a topic chosen from the Topic List

6.2 Speaking (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
<i>Learners will:</i>	<i>Learners should be able to:</i>
3. use the language to express and establish attitudes	• express approval or disapproval • express pleasure, disappointment, anxiety • disagree politely • present or challenge a point of view or opinion • express and settle uncertainty • express boredom, fear, indifference • express surprise, regret • express thoughts, feelings and opinions in order to interest, inform or convince
4. use the language to establish and describe relationships within realistic situations	• evaluate, appreciate, classify, choose, oppose, link, give alternatives, compare an object/a person • present a succession of events, facts • explain goals, causes, consequences, conditions • express possession, possibilities, probabilities, habits (past and present)

6.3 Reading

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
<i>Learners will:</i>	<i>Learners should be able to:</i>
1. read and understand different types of selected texts	• demonstrate understanding of words and sentences within one or more short printed text on any suitable topic, including notices, narratives, descriptions, interviews, signs, by making use of authentic language material, by way of answering questions and by responding to instructions • demonstrate understanding of the meaning and the communicative intention of written language • follow and carry out written instructions • show a global understanding of extended texts • provide information, expressing a point of view, reacting to written texts
2. read with varying speed using a range of reading strategies	• demonstrate the basic skills of skimming • extract relevant specific information from such texts as brochures, guides, letters and forms of imaginative writing considered likely to be within the experience of and reflecting the interests of young people • scan for particular information, organise the relevant information and present it in a given format
3. understand the literal meaning of a text	• work out the meaning of unfamiliar words • deduce and interpret information • follow directions • respond to information received in written language

6.4 Writing

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
<i>Learners will:</i>	<i>Learners should be able to:</i>
1. produce well-organised and coherent pieces of writing	● demonstrate the ability to write different types of texts. - Such text types can range from single words to full sentences and include: - short notices or messages - postcards - invitations - advertisements - instructions - short formal and informal letters - requests - electronic mail - posters - short reports/articles - imaginative essays - informative essays - descriptive essays ● demonstrate the ability to transfer information from one format to another

6.5 Grammar and usage

To be read in conjunction with the detailed Core Vocabulary/ Defined Content List

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
<i>Learners will:</i>	<i>Learners should be able to:</i>
1. use linguistic tools for the promotion of comprehension and correctness of language	● effectively use: - simple/complex sentences - simple syntax - declarative sentences - negative sentences - open/closed interrogatives - exclamations - sounds - tone and stress - direct and indirect speech - infinitives - prepositions - conditional/cause structure with corresponding markers - vocabulary - punctuation - spelling
2. use gender-correct language	● use correct gender of nouns ● use correct pronouns/personal pronouns
3. use word classes	● distinguish and apply word class correctly: - nouns: plural, gender - pronouns: personal, indicative, interrogative, emphatic, reflexive, indefinite, relative, demonstrative - prepositions - adjectives - adverbs - conjunctions - verbs: present tense, past tense, future tense, indicative, conditional, imperative, passive, subjunctive, infinitive, negatives, interrogative forms



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