



Singapore Examinations and Assessment Board



Cambridge Assessment  
International Education

**Singapore–Cambridge General Certificate of Education  
Advanced Level Higher 2 (2024)**

# **French (Syllabus 9735)**

(For school candidates only)

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# 1 INTRODUCTION

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This document provides details of Higher 2 French for candidates in **Singapore**.

This syllabus is available in October/November only.

**Note on the use of dictionaries:** Centres and candidates should note that dictionaries may be used for the Coursework component and in the *preparation* for the Speaking test. Dictionaries may not be used in any of the other components nor *during* the Speaking test.

# 2 AIMS

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The aims of the syllabus are set out below and describe the educational purposes of following a course in French at Higher 2. These aims are the same for all students:

- to develop the ability to understand French from a variety of registers
- to enable the student to communicate confidently and clearly in French
- to form a sound base of skills, language and attitudes required for further study, work and leisure
- to develop insights into the culture and civilisation of the countries where French is spoken, including the study of literary texts where appropriate
- to encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations
- to further intellectual and personal development by promoting learning and social skills.

# 3 ASSESSMENT OBJECTIVES

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The examination will assess candidates' linguistic competence and their knowledge of contemporary society by requiring them to:

- understand and respond to texts written in French, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing
- manipulate the French language accurately to demonstrate a capacity to choose appropriate examples of lexis and structures
- select information and present it in French, to organise arguments and ideas logically
- understand and respond to authentic contemporary spoken language drawn from a variety of sources such as recorded news items, telephone messages, announcements, talks and discussions.

## 4 TOPIC AREAS

All textual material used in the examination will be drawn from the topic areas below, with reference to the countries where French is spoken. Further guidance on the Topic Areas is given in section 7 of this syllabus.

- Human relationships
- Family
- Generation gap
- Young people
- Patterns of daily life
- Urban and rural life
- The media
- Food and drink
- Law and order
- Religion and belief
- Health and fitness
- Work and leisure
- Equality of opportunity
- Employment and unemployment
- Sport
- Free time activities
- Travel and tourism
- Education
- Cultural life/heritage
- War and peace
- The developing world
- Scientific and medical advances
- Technological innovation
- Environment
- Conservation
- Pollution
- Contemporary aspects of the country/ies where French is spoken

## 5 ASSESSMENT

### AVAILABILITY OF COMPONENTS

Component 1 Speaking	Component 2 Reading and Writing	Component 3 Essay	Component 5 Listening	Component 7 Coursework
October/ November	October/ November	October/ November	October/ November	October/ November

### RULES OF COMBINATION

Candidates will take Components 1, 2, 3, 5 and 7.

### SCHEME OF ASSESSMENT SUMMARY

Component 1		Component 2		Component 3		Component 5		Component 7	
duration	weighting	duration	weighting	duration	weighting	duration	weighting	duration	weighting
approx. 20 minutes	20%	1 hour 45 minutes	20%	1 hour 30 minutes	15%	approx. 1 hour 15 minutes	20%	n/a	25%

## 6 DESCRIPTION OF COMPONENTS

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### COMPONENT 1: Speaking (approx. 20 minutes) (100 raw marks weighted to 60 marks)

This component description should be read in conjunction with the mark scheme in section 8 of this syllabus.

The Speaking Test will be recorded for external moderation by Cambridge.

It is important that the timings listed for the individual parts of the test be adhered to, within the tolerances given.

#### Section 1: Presentation (no more than 3½ minutes) (20 marks)

The candidate is expected to give a presentation of about 3 minutes on a specific topic.

The subject matter of the presentation should be drawn from one of the topic areas listed in section 4 and **must** be treated in such a way as to reflect knowledge of the contemporary society or cultural heritage of a country where French is spoken. Candidates who make no reference to the contemporary society or cultural heritage of a country where French is spoken will have their mark for content/presentation halved (see mark scheme).

**There must not be a close relationship between the subject matter of the presentation and items of coursework for Component 7.** Centres wishing to seek advice on the acceptability of subject matter are welcome to contact the Cambridge Languages group through the Singapore Examinations and Assessment Board (SEAB).

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.

The intention is that the candidate should have thoroughly prepared a topic in which they have a personal interest and that they give a lively and interesting presentation. Candidates may prepare a 'cue card' in French to bring into the examination room. The 'cue card' should be no larger than a postcard, and may contain a maximum of 5 headings in succinct point-form to remind candidates of the points they wish to make. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. **A script of their presentation is not allowed.**

Examiners will only interrupt candidates to ask questions where the speech shows no sign of finishing after about 3½ minutes, or to prompt candidates having obvious difficulty in continuing with their speech.

#### Section 2: Topic conversation (7–8 minutes) (40 marks)

The presentation will lead into a conversation about the chosen topic. During the delivery of the presentation, examiners are likely to make notes in order to help them ask appropriate questions. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, questions will be of the 'tell me more about...', 'why?', 'how?' variety, rather than closed questions which may be answered by 'yes/no'. When choosing a topic, candidates should be advised to consider in what ways a conversation about it might develop: if they cannot think of half a dozen questions they could be asked, it is unlikely to present a fruitful source of discussion. The examiner's objective will be to encourage the candidate to contribute as much as possible to the conversation.

As part of this conversation section, the candidate will be required to seek information and the opinions of the examiner and will be given every opportunity to do so.

#### Section 3: General conversation (8–9 minutes) (40 marks)

This section will begin with fairly straightforward questions about the candidate's background and interests and will move quickly on to a more mature conversation discussing more abstract and/or current issues within the general topic areas.

The subjects covered in this section will depend on the candidate's interests and the subject of the presentation: it would not be appropriate to continue talking about the environment/green issues when the candidate has already chosen to discuss ecology for the topic. 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: if the candidate seems unresponsive, the examiner will try a change of topic.

For example, examiners might begin the General Conversation section with questions such as 'How do you spend your spare time?', leading rapidly to matters of contemporary interest/current affairs. The type of question is important: closed questions may, of course, be used to gain some information on the candidate's interests, but 'why...?', 'how...?', 'what do you think about...?' will give the candidate scope to expand his/her responses.

Each of the 'starter' questions mentioned above could, depending on the reactions of the candidate, lead away from factual matters towards more abstract areas, for example:

- 'How long have you lived here?' could lead on to 'What do you think of the area?' → 'What would attract people to the area/make them leave it?' → 'What would be your ideal place to live and why?'
- 'What subjects are you studying?' → 'What do you think of the way you've been taught?' → 'How could it be improved?' → discussion of school/education system, comparison with other countries.

To give a possible outline of the way the General Conversation section might develop:

<ul style="list-style-type: none"> <li>• 'What do you do in your spare time?'</li> </ul>	
<p>Answer: 'Sport'</p> <p>Supplementary questions – taking part?/ watching?/team/individual?</p> <p>→ Why? This could develop along sport/health lines, necessity for sport in schools, success/failure of national teams</p> <p>→ Feelings of nationalism/nationality; drugs in sport etc, all according to the responses of the candidate. Any of these areas of discussion could lead to violence in sport → society, the need for government intervention/control → politics, etc.</p>	<p>Answer: 'Watch TV'</p> <p>Supplementary questions – what sort of programmes/news?</p> <p>This might develop along the lines of whether the news is unbiased/censorship in general</p> <p>Films? → what makes a film successful, importance of stars and why; national or international film industries, subsidies for the Arts, etc.</p> <p>Documentaries? → are they merely entertainment, or a genuine educational experience? are they sensationalised? → power of the media, etc.</p>

Candidates are required to seek information, and the opinions of the examiner and will be given every opportunity to do so.

The General Conversation section might only cover 2 or 3 topic areas, but might touch on more if the examiner has difficulty finding something the candidate is interested in, or can talk about. Candidates who cannot sustain the conversation at a level appropriate to a 17/18+ examination when given every opportunity to do so cannot expect a high mark.

Reference may be made to a candidate's reading but candidates will not be examined in detail on the content of any set books. Questions will act as stepping stones to the discussion of wider issues.

### Important Note:

It is intended that both conversation elements will be lively and spontaneous. Teachers should warn their candidates not to produce chunks of pre-learned material since Cambridge's moderators will have been advised to penalise candidates who do so. Equally, teachers who may also be conducting the final examination should guard against over-rehearsing the tests in advance. Any suspicion of collusion in the conduct of speaking tests (e.g. pre-prepared questions, candidates or teachers using pre-determined scripts) will be dealt with in accordance with Cambridge's Malpractice procedures.

**COMPONENT 2: Reading and Writing (1 hour 45 minutes) (70 raw marks weighted to 60 marks)**

Two passages in French will be set which deal with related themes.

Candidates will be expected to answer specific and general comprehension questions; and to respond to a task requiring summary/comparison of issues raised in both passages. French will be used for all questions and answers.

Passages will be chosen which were written during the last twenty years, and will reflect the international scene:

- The two passages taken together will not exceed 750 words.
- On the first passage, the first two tests (5 marks each) will be concerned with vocabulary recognition and grammatical manipulation; there will then be a series of comprehension questions (15 marks for content; 5 for quality of language).
- On the second passage, there will be comprehension questions (15 marks for content; 5 for quality of language).
- The last question will require candidates to write about 140 words drawing information from both passages and adding their own opinions (10 marks for items drawn from the texts; 5 for personal response to the material; 5 for quality of language).

**COMPONENT 3: Essay (1 hour 30 minutes) (40 raw marks weighted to 45 marks)**

Five topics, selected from the topic headings in section 4, will be published annually in the syllabus. A question will be set on each of the five topics from which the candidate will choose one and write an essay in French of 250–400 words. Of the 40 marks available, 24 will be for the quality of the language and 16 for the content.

**Set Topics for 2024:**

- 1 Urban and rural life
- 2 Food and drink
- 3 Sport
- 4 Cultural life/heritage
- 5 War and peace

These topics will change every year.

**COMPONENT 5: Listening (approx. 1 hour 15 minutes) (50 raw marks weighted to 60 marks)**

All items will be heard more than once with some longer items being heard twice or three times. All rubrics and task descriptions will be in French. Candidates will write their answers on the question paper.

There will be two sections.

**Section 1 (10 marks)**

Two short, factual items will be heard, e.g. news flashes, advertisements, dialogues, telephone messages. Both verbal and non-verbal responses will be required. Tasks to test comprehension might include box-ticking, matching, true/false, entering information on a grid, timetable, programme or other diagrammatic aid.

**Section 2 (40 marks)**

Candidates will listen to two extended pieces taken from a statement or talk given by a single speaker or from an interview or a discussion involving more than one speaker (30 marks for comprehension). Questions will test overall comprehension of the text and comprehension of specific detail. An overall assessment of the candidate's use of French will be made (10 marks for quality of language).

**COMPONENT 7: Coursework (100 raw marks weighted to 75 marks)**

Candidates will submit coursework in French, totalling approximately 2000 words (see also below). The coursework will normally come from within the topic areas and must refer to target language countries or be based on materials written from the target language country's perspective. Candidates may treat their coursework in whatever way they wish – imaginative and/or creative coursework is welcomed, provided that it arises from a body of reading or research and can be appropriately assessed using the assessment criteria provided.

The total of 2000 words may be made up of either two short pieces (500 words each) and one long piece of 1000 words or two long pieces of 1000 words. Teachers and candidates may choose to submit coursework pieces up to a maximum of 1000 words based on material studied by the whole class. However, the remaining 1000 words must reflect the candidate's own interests.

Candidates should discuss the scope of their work with their teacher. They should plan their work before embarking on it, and establish a bibliography of reference material which will normally be in French, unless there is good reason to include work in English or in any other language (e.g. in the case of comparative studies or literary criticism).

The word count must be stated and any quotation from source material must be included in it. Candidates are not penalised if their 1000 word piece(s) extend(s) to 1100 words and their 500 word pieces extend to 600 words. (A word for examination purposes is defined as anything falling between two spaces – il y a = 3; y a-t-il = 2). However given that there is this latitude, penalties must be exacted strictly as indicated in the Criteria for Assessment for any pieces extending beyond these limits. All items of coursework will be marked out of 50 with appropriate scaling carried out to produce a final component mark out of 75.

Further Guidance on Coursework is given in Section 9 of this syllabus.



## 7 FURTHER GUIDANCE ON THE USE OF THE TOPIC LIST

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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 courses. All these **suggestions**, and other themes chosen by the teacher from within the topic areas, should be studied with reference to countries/communities where French is spoken.

### **Human relationships; family; generation gap; young people**

- family activities; new patterns of family relationships; the status of the elderly and responsibility for their care
- conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment
- young people and their peer group; young people as a target group for advertisers and politicians

### **Patterns of daily life; urban and rural life; the media; food and drink; law and order; religion and belief; health and fitness**

- daily routine; school; the individual's way of life; living conditions
- advantages and disadvantages of urban and rural life; transport and communications; shopping; housing
- the role and influence of the media; the power of advertising
- healthy eating; fast-food; national traditions of eating and drinking
- violence and crime; drug-related crime; the role of the police; law-enforcement
- the place of religion in society; attitudes to religious belief; patterns of attendance; religious minorities
- healthy living; exercise; dieting, drugs, health care provision; stress; AIDS

### **Work and leisure; equality of opportunity; employment and unemployment; sport; free time activities; travel and tourism; education; cultural life/heritage**

- women in society and in the workforce; equality of opportunity for minority groups
- preparation for work and job opportunities; career plans; qualifications and job routines; plight of the unemployed, areas of high unemployment; demise of traditional industries; possible solutions, immigrant workers
- individual and team sports; amateur and professional sport
- value of leisure; balance between leisure and work; planning leisure time
- tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel
- education systems and types of school; patterns of curriculum, relationship between education and training; further and higher education provision; examinations
- 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

**War and peace; the developing world**

- conflicts in the world: ethnic, religious, ideological
- problems of developing countries; future trends

**Medical advances; scientific and technological innovation**

- advances in the treatment of disease; ethical issues of medical and other technologies
- cloning; genetic modifications; modern communications systems

**Environment, pollution, conservation**

- the individual in his/her surroundings; effect of environment on individuals; protest action to protect one's locality; ways of contributing to environmental awareness
- global warming; acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to animal world; solutions and cost implications
- saving endangered species and landscapes

**Contemporary aspects of the country/ies where French is spoken**

- political, regional, social issues

## 8 MARK SCHEMES

### COMPONENT 1: Speaking

#### Section 1: Presentation

The presentation will be marked out of 20 marks: Content/Presentation 10; Pronunciation/Intonation 5; Language 5.

Candidates who make no reference to the contemporary society or cultural heritage of a country where French is spoken will have their mark for content/presentation halved.

<b>Content/Presentation</b> Knowledge of facts; ability to express opinions and raise issues for discussion.	<b>Pronunciation/Intonation</b>	<b>Language</b>
<b>9–10</b> Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; examiner's interest sustained.	<b>5</b> Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	<b>5</b> 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.
<b>7–8</b> 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.	<b>4</b> Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	<b>4</b> Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
<b>5–6</b> Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	<b>3</b> A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.	<b>3</b> May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
<b>3–4</b> Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	<b>2</b> Intelligible but shows marked influence of mother tongue and very many errors of pronunciation.	<b>2</b> Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
<b>0–2</b> Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	<b>0–1</b> Very poor; many gross errors; frequently incomprehensible.	<b>0–1</b> Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically influenced by mother tongue.

**Section 2: Topic Conversation and Section 3: General Conversation**

Examiners will mark out of 40 for each part: Comprehension and Responsiveness (10 marks), Accuracy (10 marks), Feel for the Language (10 marks), Range of Vocabulary and Structures (total out of 10, divided between Providing Information and Opinions, and Seeking Information and Opinions – see below).

Comprehension and Responsiveness	Accuracy	Feel for the Language
<b>9–10 Very good</b> No problems of comprehension. Responses are natural and spontaneous even to unexpected questions. Able to present and defend a point of view in discussion.	<b>9–10 Very good</b> Consistently accurate. Only occasional minor slips.	<b>9–10 Very good</b> Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.
<b>7–8 Good</b> Few problems of comprehension. Responds thoughtfully, and copes fairly well with unexpected questions. Reasonably forthcoming but tends to follow Examiner's lead.	<b>7–8 Good</b> Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.	<b>7–8 Good</b> Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.
<b>5–6 Satisfactory</b> Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics <b>OR</b> relies heavily on prepared responses.	<b>5–6 Satisfactory</b> Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.	<b>5–6 Satisfactory</b> Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.
<b>3–4 Weak</b> Has general difficulty in understanding. Limited response to questions on the majority of topics raised.	<b>3–4 Weak</b> Generally inaccurate use of the language.	<b>3–4 Weak</b> Has scant feeling for the foreign idiom. Generally translates literally from the mother tongue.
<b>0–2 Poor</b> Severe problems of comprehension. Very marked hesitation. Limited responsiveness.	<b>0–2 Poor</b> No grasp of grammatical accuracy. Errors constant and repeated.	<b>0–2 Poor</b> Has no feeling for the foreign language.

**Range of Vocabulary and Structures**

Providing Information and Opinions	Seeking Information and Opinions*
<b>5 Very good</b> Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.	<b>5 Very good</b> More than one question asked with confidence. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. High level of accuracy, using a range of question forms.
<b>4 Good</b> Has sufficient range of vocabulary and structures to handle reasonably mature subjects.	<b>4 Good</b> Asks more than one question confidently. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Questions largely accurate, but forms may be limited.
<b>3 Satisfactory</b> Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.	<b>3 Satisfactory</b> Capable of asking a minimum of one question. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Has difficulty in formulating questions, but questions comprehensible.
<b>2 Weak</b> Severe limitations of vocabulary and structures restrict discussion to a very basic level.	<b>2 Weak</b> Severe limitations in asking questions – possibly one question only. Question(s) will probably not arise naturally or be relevant to the topic under discussion. Question(s) difficult to understand.
<b>0–1 Poor</b> Very restricted vocabulary. Only simple sentences and no variety of structure.	<b>0–1 Poor</b> Questions attempted, but incomprehensible. (1) No questions, even when prompted. (0)

\* In the case of candidates who do not ask any questions by the end of the Topic Conversation, examiners must prompt by asking *Do you have any questions to ask of me?* in the appropriate language. The same prompt should be used at the end of the General Conversation. Candidates will not be penalised for being prompted in this way.

**COMPONENT 2: Reading and Writing****Quality of Language: Accuracy (for Questions 3, 4 and 5)**

<b>5</b>	<b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
<b>4</b>	<b>Good</b> Higher incidence of error than above, but clearly has sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
<b>3</b>	<b>Sound</b> Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
<b>2</b>	<b>Below average</b> Persistent errors in tenses and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0–1</b>	<b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

**Additional marking guidance for Quality of Language – Questions 3 and 4**

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

**Answers scoring 0 for Content** cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for content in the whole set of answers. Then add together the number of content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

**Note:** A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

**Response to the text (for question 5)**

Mark like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view. Further, more detailed guidance for particular questions will be given to Examiners.

<b>5 Very good</b> Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.
<b>4 Good</b> Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.
<b>3 Sound</b> A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.
<b>2 Below average</b> Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.
<b>0–1 Poor</b> Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

**COMPONENT 3: Essay**

Language (out of 24)	Content (out of 16)
<b>21–24 Very good</b> Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	<b>14–16 Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.
<b>16–20 Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.	<b>11–13 Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
<b>10–15 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	<b>7–10 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.
<b>5–9 Poor</b> Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.	<b>3–6 Poor</b> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
<b>0–4 Very poor</b> Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	<b>0–2 Very poor</b> Vague and general, ideas presented at random.

**COMPONENT 5: Listening****Quality of Language: Accuracy (for each extended piece in Section 2)**

<b>5</b>	<b>Very good</b> High and consistent levels of accuracy. Only minor errors and slips in spelling and agreements and virtually no problems with transcriptions from the spoken word.
<b>4</b>	<b>Good</b> Accuracy generally quite consistent, but quite a number of minor errors in spelling and agreements and one or two more serious lapses in transcriptions from the spoken word.
<b>3</b>	<b>Adequate</b> Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling, agreements and transcriptions from the spoken word.
<b>2</b>	<b>Poor</b> Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.
<b>0–1</b>	<b>Very poor</b> Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.

**COMPONENT 7: Coursework****A Content (25 marks)**

<b>21–25</b>	Outstanding work of exceptionally high quality. The content is well thought-out, wide-ranging in treatment and based on intelligent use of sources. There is a considerable degree of personal involvement in the material and a high level of interest is maintained for the reader. There may be original ideas and a marked capacity to evaluate the evidence and draw conclusions from the material presented.
<b>16–20</b>	Very good work. The content is quite well thought-out with a good range of treatment and there is good use of a range of sources, where appropriate. There is a significant degree of personal involvement, and the content retains the interest of the reader. There is some capacity to evaluate evidence and draw conclusions from the material presented.
<b>11–15</b>	Commendable. The content is satisfactory but more obviously derivative than in the two higher categories. The student is interested in the subject, but has not been able fully to transmit this interest to the reader. Use of source material is adequate. The subject has been understood but the information given is not really evaluated and there is no real capacity to draw conclusions.
<b>6–10</b>	There are serious omissions in the content, and the use of sources is very derivative, though not exactly plagiaristic. The student seems to have little real involvement in the subject, and the general impression on the reader is flat and uninteresting. There is a good deal of irrelevance and no capacity to evaluate evidence or draw conclusions.
<b>0–5</b>	Very thin content, full of omissions and irrelevance. No real interest or involvement on the part of the student.

**B Structure and Development (10 marks)**

Where essays exceed the word limit, (600 for the shorter pieces and 1100 for the longer pieces), candidates will be placed no higher than in the Below Average category (2–3), in this section.

9–10	Outstanding. The work is exceptionally well structured, showing excellent development of ideas and clear logical links between sections. There is balance between the parts and a considerable capacity to select, organise and sequence the material is demonstrated.
7–8	Good. Well structured with some balance and clear ability to make logical links and develop ideas. Evidence of the capacity to select, organise and sequence the material and the clear ability to make logical links and develop ideas.
4–6	Satisfactory. There is some evidence of structure in the work, but it lacks a clearly developed line of thought, and may be unbalanced in its treatment of some aspects of the subject. Some faults in the organisation and sequencing of material (e.g. There may be some paragraphs which show no relation to each other).
2–3	Below Average. Inadequately or haphazardly structured with no clear development of ideas and faulty sequencing of material or excessive length (see above).
0–1	Poor. Slapdash and disorganised.

**C Use of Language (10 marks)**

Accuracy is not a concern in this part of the assessment of language.

9–10	Outstanding. Highly fluent and confident use of language. Wide range and variety of lexis and sentence structure and appropriate use of idiom. Meaning conveyed with complete clarity. The best work one could expect from an A-Level candidate. Despite use of sources, this is very much the candidate's own work.
7–8	Good. Fluent use of language with a good range of lexis and some capacity to handle complex sentences. Meaning conveyed without difficulty. Clearly the candidate's own work, though some interference from sources.
4–6	Satisfactory. A reasonable attempt to express him/herself, but somewhat limited in fluency and range of lexis. Uses relatively straightforward sentence construction, and leans rather heavily on the language of the source materials. Meaning conveyed in general but with some ambiguity.
2–3	<b>Either</b> reads like translated English with no evidence of fluency and with very limited lexis and range of sentence structure. <b>Or</b> highly sophisticated "foreign language" clearly drawn largely from source materials with little intervention by the candidate.
0–1	<b>Either</b> command of the foreign language is not adequate to convey meaning in handling a topic at this level of difficulty. Limited lexis, only simple sentence structure used. <b>Or</b> almost wholly derivative and plagiarised.

**D Accuracy of Language (5 marks)**

This mark out of 5 should be given for the accuracy in the use of tenses, agreements, word order, spelling, etc.

5	<b>Outstanding</b>	Only minimal errors.
4	<b>Very Good</b>	Some errors, but not serious in nature.
3	<b>Average</b>	Some serious errors, but these do not mar the general impression.
2	<b>Below Average</b>	Many serious errors.
0–1	<b>Poor</b>	Language consistently marred by serious errors.



## 9 FURTHER GUIDANCE ON COURSEWORK

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This guidance should be read in conjunction with the component description.

### 1 The nature of coursework

Coursework can be seen as an important element in integrating the various parts of the A-Level syllabus, and as a way for candidates to draw on their personal interests and develop study and research skills as set out in the objectives of the examination. Coursework is not an easy option. It presents a serious intellectual challenge permitting study in depth and extended writing in the foreign language. The assessment criteria given later express at greater length the qualities which coursework aims to develop.

Coursework will normally come from within the topic areas set out in the syllabus (coursework based on works of art or literature, etc. will fit into cultural life/heritage), and must refer to target language countries or be based on materials written from the target language perspective

Experience has shown that it is helpful for teachers and candidates to have some common theme to work on in the first phases of the coursework process. It is not intended that all students will tackle identical titles nor that they will use the same 'material studied in class', for their coursework. Teachers and candidates may choose to submit coursework pieces up to a maximum of 1000 words based on material studied by the whole class, for example a book or a film or reading and discussion of an article. Although the point of departure is thus the same for the whole class, it is within the spirit of the individual coursework approach to A-Level that candidates will choose different titles, may go to varying sources for their information, and choose to vary the format of the work submitted, following up their own ideas.

A minimum of 1000 words should reflect the personal interests and concerns of the candidates.

The assessment criteria do not attempt to make fine distinctions between the shorter and longer pieces of work, but some variations in the use of the descriptive criteria given to particular elements of the assessment, e.g. the significance of research skills, will occur and should be mentioned in the teacher's comments. It is understood that there will be excellent pieces to which the 'full blown' content criteria will not happily apply. This is the consequence of having given such latitude to teachers.

Each piece of work will be marked out of 50 as shown, but the final totals will then be weighted as appropriate.

### 2 The role of the teacher

Teachers can provide guidance and supervision in the following ways:

- to assist with suggestions for topics
- to indicate sources of information, e.g. organisations or people who might be able to help, materials, places to visit, references, etc.
- to advise on the practicability or impracticability of schemes proposed by candidates
- to give suggestions as to length, approach and treatment
- to take an active role in the choice of title
- to exercise a continuing supervision of work to prevent plagiarism and to monitor progress
- to ensure that the work is completed in accordance with the syllabus requirements and that it can be assessed in accordance with the specified criteria
- to satisfy themselves, as far as they are able, that all written work submitted for coursework assessment is the candidate's own, unaided work.

Teachers may comment on the first draft of the final submission in general terms. As far as the language is concerned, it is in order to make a general statement that, e.g. more care is to be taken with agreements, or with the use of tenses and that the candidate should go back and attend to these points, but not to indicate every specific error for the candidate. Teachers may also comment in general terms on content, structure and organisation of the work. Candidates should produce no more than one draft of the work for the teacher to comment on and the teacher should mark it once only.

All coursework must therefore be the candidate's original work (and not a fair copy incorporating corrections from the teacher). Teachers are required to record the guidance they have given to candidates on the Teacher's Comments Sheet, together with comments on the candidate's development and approach. A cover sheet must be attached to each piece of coursework.

### **3 The role of the moderator**

The purpose of moderation is to bring the marking of an internally assessed component in all participating centres to an agreed standard. Moderation is concerned primarily with the level and spread of marks, but the moderator will also comment, where appropriate, on other aspects of the work, such as the choice of subject, the quality of presentation, etc.

### **4 Sample size**

All work from a centre will be sent to the moderator. In centres with more than 10 candidates, the moderator will normally look at about 10; in small centres all candidates will be looked at. Internal moderation is required where more than one teacher in a centre has been involved in the marking.

### **5 Presentation of Coursework**

It is in the interests of candidates to present their work in a clearly readable form, with illustration and documentation where appropriate, and with some concern for the effect of presentation on teacher/examiner and moderator.

Each item of coursework must be accompanied by a bibliography in which any sources used are to be mentioned. Where direct quotation is made, this must be acknowledged both in the bibliography and by the use of quotation marks. Candidates who attempt to pass off someone else's work or ideas as their own will be reported to Cambridge and will be liable for the imposition of severe penalties up to and including disqualification. Teachers are responsible for ensuring that candidates are aware of this regulation.

For despatch to the moderator, A4 folders must be used which are clearly labelled with the centre and candidate name, centre and candidate number and the examination paper reference.

### **6 Arrangements for external moderation**

The following must be sent to reach SEAB as stipulated for onward transmission to Cambridge as soon as possible:

- (i) the work of all the candidates entered for the examination;
- (ii) Assessment Forms and Teacher's Comments Sheets for all the candidates entered for the examination.

### **7 Dates**

All work must reach SEAB as stipulated for onward transmission to Cambridge as soon as possible.



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Appendix B

## COURSEWORK ASSESSMENT FORM

## GCE HIGHER 2 (SINGAPORE) 2024

## Instructions

This Assessment Form is to be completed during the period of work on the essays and at the time of the final assessment. It should not be placed with the candidate's work but in a separate folder of comments sheets and mark sheets. Retain all forms securely pending further instructions from Cambridge.

Centre Number		Centre Name	
Index Number		Candidate Name	

	Short Title	Date Completed	CRITERIA				Raw Mark (max 50)
			A (max 25)	B (max 10)	C (max 10)	D (max 5)	
Short	1						
	2						
Long	1						
	2						
FINAL MARK (out of 100)							

**To calculate the final mark out of 100:**

- Either**
- 1 Add the marks for the Short Pieces (1 and 2) and divide by 2. Round half marks up.
  - 2 Add to mark for the Long Piece (1).
- Or** Add the marks for the Long Pieces (1 and 2) together.

*For Moderator's use only*

		CRITERIA				Raw Mark (max 50)
		A (max 25)	B (max 10)	C (max 10)	D (max 5)	
Short	1					
	2					
Long	1					
	2					
FINAL MARK (out of 100)						

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Appendix C

**TEACHER'S COMMENTS SHEET**

**GCE HIGHER 2 (SINGAPORE) 2024**

**Instructions**

This record is to be completed during the period of work on the essays and at the time of the final assessment (one sheet for each candidate). It should not be placed with the candidate's work but in a separate folder of comments sheets and mark sheets.

<b>Centre Number</b>						<b>Centre Name</b>	
<b>Index Number</b>						<b>Candidate Name</b>	

Comments on the level of teacher help and advice in presentation and planning.

Teacher's comments on the work and the basis for the assessment given. Please also indicate below your impression of the quality of the candidate's written work, e.g. how much the candidate has been influenced by the foreign language sources used.

Tick here to indicate that you are entirely happy that this coursework is a fair reflection of the candidate's efforts and ability.

Teacher's name (printed): ..... Signature: .....



9735/SINGAPORE/CW/TCS