

EXAMINATIONS COUNCIL OF ESWATINI

EPC

EXAMINATION REPORT

FOR

FRENCH

{434}

YEAR

2021

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FRENCH 434/01

The 2021 French examination comprised three components; **PAPER 1 (434/01)** and **PAPER 2 (434/02)** which are written papers whereas **PAPER 3 (434/03)** is an oral examination conducted as a school-based assessment.

With regards to the general presentation of scripts, Examination centres must be commended for the way in which candidates' scripts for **PAPER 1 (434/01)** and **PAPER 2 (434/02)** were presented. Answers were written in a legible manner and neatly presented. However, centres are encouraged to ensure that information on the cover page is appropriately completed. It was noted that some candidates forgot to write their candidate numbers. Candidates are also reminded to adhere to the instructions on the cover page of the scripts in order to comply with examination requirements e.g. writing answers in pen and not in pencil.

PAPER 1 (434/01) LISTENING & READING COMPREHENSIONS

GENERAL COMMENTS

The majority of candidates attempted all questions in Section 1. However, there are key words such 'encercle' that must be emphasised during teaching to help candidates to adhere to instructions. It is expected that with on-going exposure to listening texts accompanied by similar instructions during the teaching and learning stage, candidates will be able to improve the way they answer questions. In Section 2, several candidates struggled to write their answers in complete sentences where they were required to do so. Some candidates were unable to identify key words in some questions.

SECTION 1 LISTENING COMPREHENSION

15 Marks

This section was based on listening to three (3) questions on the audio CD. Each question consisted of five (5) parts and was marked out of five (5) marks totalling 15 marks.

Exercice 1

Les messages

In this question, candidates were expected to listen to five messages and identify the correct picture associated with each message. This Question was well attempted by most candidates. Candidates were expected to write the numbers either in numerical form or in words. For candidates who opted to write the numbers in words, several were unable to spell the words correctly e.g., writing *treize* instead of *trois*.

Expected answers:

- a) Message nombre 3/trois
- b) Message nombre 1/un
- c) Message nombre 5/cinq
- d) Message nombre 2 /deux
- e) Message nombre 4/quatre

Exercice 2

Les vacances de la famille Horton

In this question, candidates were expected to listen to a recording and observe the picture in order to answer questions.

Questions 2.1 and 2.2 were well attempted by most candidates. However, questions 2.3, 2.4 and 2.5 were not well done by most candidates. Fewer candidates were able to answer Question 2.5 correctly. It was noted that a number of candidates did not follow the instructions when attempting to answer this question '*Écoute et encercle la bonne réponse*'. A considerable number of candidates were found to have written their answers on the dotted lines in the question.

Expected answers:

2.1 ii. en été 2.2 i. voiture 2.3 iii. Durban 2.4 ii. chaud
2.5 i. crabes

Exercice 3 Bien manger

In this question, candidates were expected to listen to a dialogue and identify the correct answers from those provided.

Questions 3.1 and 3.2 were well attempted by most candidates. However, questions 3.3, 3.4 and 3.5 were not well done by most candidates.

3.1 son père 3.2 vrai
3.3 les habitudes 3.4 éviter beaucoup de maladies
3.5 moins

SECTION 2 READING COMPREHENSION

10 Marks

In this section, candidates were expected to read two comprehension texts. Each text was accompanied by five (5) questions worth five (5) marks.

Exercise 1

Question 1.1 was generally well attempted. However, emphasis must be placed on writing answers in complete sentences, as well as spelling words correctly as they are provided in the comprehension text.

Question 1.2 was well answered but, there were a few candidates who did not answer it correctly.


Question 1.3 was not well done by a number of candidates. This was mainly because both parts of the question had to be correct. Often there was confusion on linking the justification to the first part.

Question 1.4 was not well performed by a large number of candidates.

Question 1.5 was only well attempted by most candidates with reference to Superman. Furthermore, there seemed to be a lack of understanding of the key words «Que vont faire...» which were required to answer the question correctly.

Expected answers:

1.1 Le jour est mercredi. / C'est mercredi. / Le mercredi

1.2 i. 

1.3 faux

Justification: Les tickets d'entrée sont moins chers pour les jeunes.

1.4 On va regarder un film d'aventure. / C'est un film d'aventure.

1.5 Les superhéros vont sauver la planète. / Ils vont sauver la planète.

Exercise 2

The exercise was generally well attempted except for Question 2.5 which very few candidates were able to answer correctly. A major concern in candidates' answers was the writing of one-word answers for Questions 2.1 and 2.2. This resulted in parts of the questions being left unanswered. For Question 2.3, a majority of candidates were unable to select the direct answer and so included other items which were not required. It must be emphasized that candidates need to give concise answers. In Question 2.4 low achieving candidates struggled to respond to the higher order question using «*Pourquoi...*» as well as to provide the two items required in the response.

Expected answers:

- 2.1 Thula est allé en ville. / Il est allé en ville.
- 2.2 Les chaussures sont noires.
- 2.3 Il a acheté cinq paires de chaussettes.
- 2.4 Ils sont allés dans le magasin d'école pour acheter la cravate, le pull-over et un cartable avec les couleurs de l'école.
- 2.5 C'était délicieux. / Leur déjeuner était délicieux.

FRENCH 434/02

This component comprised **four (4) sections** worth **25 Marks**.

SECTION 1 INFORMATION TRANSFER

The question in this section was worth five (5) marks and it was generally well answered. However, a number of candidates failed to attain maximum marks, as they were writing sentences whereas they needed fill the form with specific information. This could be because this is a new component in the syllabus.

Candidates who failed to answer questions 1.1 and 1.2 correctly were those who swapped the information. This indicates that there is a need to use correct vocabulary during teaching and learning stage, so that candidates know what information is required for *Prénom* and *Nom*, as these are not interchangeable. Questions 1.3 and 1.4 were generally well answered, but Question 1.5 was not answered correctly as some candidates wrote *Manzini*.

Expected answers:

- 1.1 **Prénom :** Phephisa
1.2 **Nom :** Malaza
1.3 **Date de naissance :** le 13 septembre
1.4 **Âge :** Douze ans
1.5 **Ville :** Hlathikulu

SECTION 2 MULTIPLE CHOICE

The question in this section was worth five (5) marks and it was generally well answered. There was no remarkable change in the way candidates responded to this question. Teachers are commended for a job well done.

These were the correct answers:

- 2.1 b 2.2 a 2.3 c 2.4 d 2.5 a

SECTION 3 COMPOSITION-COMPREHENSION

The question in this section was marked out of five (5) marks. A substantial number of candidates were unable to answer this question correctly. This is mainly due to inappropriate application of grammar rules and applying these rules in the given context leading to prominent mistakes in adjective and gender agreements.

The expected answers:

- 3.1 ma 3.2 est 3.3 blancs 3.4 lit 3.5 sur

SECTION 4 CONTINUOUS WRITING

This question was one of the new components in the syllabus. It was marked out of ten (10) Marks. The pictures and words provided were to be used as stimuli in responding to the question. The performance of most candidates was below average, and it is hoped that the challenges indicated below will be addressed during teaching and learning time.

- **The length of the text:** This referred to the minimum and maximum number of words in which the text should be written, in this case (**35 à 40 mots**). It is essential that candidates adhere to the specified word limit. It was noted that some texts adhered to the required number of words but did not respond to the question which also had negative bearing on the overall marks awarded.
- **The type of text:** The presentation of the text is guided by the question. So, the expected type was «**un message**».
- **The objective:** The expected information was centred around an invitation to some friends by the writer of the message to his/her party «**un message de 35 à 40 mots pour inviter tes amis à ta fête**». Within the text, information about the venue, date and time was to be mentioned as indicated in the stimuli. In addition, some of the activities engaged in during such an event were to be mentioned. A large number of candidates misread the question, and this was reflected in the following errors;
 - most candidates did not address the invitation to friends but rather to a friend
 - others described a party they had already had in the presence of family members
 - some candidates changed the specified dates and times
 - Other candidates completed the text by listing all the names of their friends and so reached the maximum number of words without given other requirements
 - A few candidates opted to randomly select words from previous sections (Section 1 and Section 3) and wrote incoherent words unrelated to the task
 - Some candidates wrote the text in English.
- **Punctuation:** It was noted that normal punctuation rules were disregarded by a large number of candidates. Some texts were written using only one sentence whilst other candidates ignored the use of capital letters for names of people and places.
- The **introductory sentence** which was meant to indicate what the text was about was not well done by most candidates. This sentence was meant to show who was writing the text and to whom the text was addressed to. The following introductory structures were expected (par exemple *Je vous invite à ma fête...*, / *Je voudrais vous inviter à ma fête...*, / *J'écris ce message pour vous inviter à ma fête ...etc*). This was also to be accompanied by the norms expected in the greeting (par exemple: *Chers/ Chères + prénoms/ ami(e)s, Salut mes ami(e)s etc*) and in the closing of such text (par exemple *À samedi / Amitiés, À bientôt / J'espère vous voir + prénoms etc.*)
- The **language** used in the text is linked to the party and proposed activities shown in the question as a prompt. So candidates were expected to use the following vocabulary (par exemple: *la danse, danser, la musique, écouter de la musique, manger un gâteau, amener un cadeau, s'amuser etc.*)
- With regards to **spelling**, there was a large number of candidates who were writing their text in English or using a lot of English words (*gifts, presents, music etc.*) In addition, candidates generally ignored writing words correctly with their accents.
- The use of **grammar** was generally poor. The text was addressing friends in the plural form, so verb agreements in that form was not appropriately used. In addition, adjective agreements of gender, plurality were omitted. Furthermore, since this was an event that was yet to take place, the main tenses expected were (*le futur proche ou le futur*) with some presence of (*le present et le conditionnel*).

- There were few candidates who seemed to have mastered correct simple sentence construction rules (*sujet verbe objet*) in writing.

FRENCH 434/03

This was a school-based oral examination which tested speaking skills and was marked out of **50 marks**.

For this examination ECESWA undertook means to guarantee teachers/examiners' readiness by giving them access to their package **a week** before conducting the tests to familiarize themselves with the content of the tests and to ensure that a smooth examination takes place. However, it is expected that teachers/examiners would ensure that confidential information does not directly or indirectly reach candidates during this time.

GENERAL COMMENTS

It was noted that this component was generally well conducted by most centres. Teachers /Examiners are commended for ensuring that CDs were well recorded, as no centre was requested to submit backup CDs. However, improvement is still required on the following;

- **Summary Form**
 - Teachers/ Examiners are advised to check marks before submitting this form. There are still too many errors on calculations which are received for the moderation process.
 - Strict adherence to the Marking Criteria should be administered. There were centres, for example, which allocated zero (0) on the Communicative Language Competence Aspect, yet close referral indicates that the lowest mark possible should be one (1).

- **Theme selection for the Guided Interview**
 - Irregularities were noted as some Teachers/Examiners asked candidates only **one** theme instead of the specified **two** (see Examination Notes Booklet page 4 (G) and page 8. In addition, the same candidates were awarded marks out of twenty (20). It should be noted that **all** candidates are moderated on **two** themes. Consequently, these candidates were placed at a disadvantage position at moderation. However, Teachers/Examiners should note that this penalty was not based on candidates' abilities but rather on the failure of their (Teachers/Examiners) to adhere to examination procedures.

- **Non-adherence to recording procedure**
 - There were fewer centres where tracks on the CDs were single track recordings. Tracks should be labelled correctly; see Examination Notes Booklet pages 5-6 number 14. Teachers/Examiners are advised that this makes the moderation process to be laborious and time consuming as moderators were expected to listen to the entire track, to find the selected candidates.
 - Questions to be asked during the warm-up section by Teachers/Examiners are restricted to the three (3) on the Examiner's Notes (See page 4 # 8(D). Lastly, the transition between sections should also be indicated on the recording as stipulated on the Examiner's Notes (See page 4 (F, H, J).
 - The expected conduct by Good Examiners conduct is provided on the Examiner's Notes (See page 7 # 16). It was observed that some Teachers/Examiners were ill-prepared, as shown by the following; confusion by the Teacher/ Examiner in mixing up questions and their order, not conforming to the order of activities stipulated on the Teachers/Examiner's notes, impatience when asking questions, including the banging of desks when candidates were unable to answer questions, the ringing of cell phones during the examination. All these issues are a cause for concern as they distracted candidates at a very important time in their studies, they also raise questions on the

professionalism of Teachers/ Examiners and seriousness with which these examinations are considered.

PART 1: GUIDED INTERVIEWS

GENERAL COMMENTS

This component is unseen text to candidates and therefore different to the other components. As such, candidates are expected to have varied responses to their questions and not respond as if themes were prepared beforehand. Furthermore, candidates are not expected to have any written text read out as a response to questions. Where candidates are struggling to answer questions, Teachers/ Examiners must reflect this correlation between candidates' performance and their marks. That is why marks should be awarded based on the Marking Criteria on page 9-10, of the Examiner's Notes. Teachers/ Examiners are also not expected to rephrase when candidates answer questions incorrectly. Lastly, Teachers/ Examiners are expected to ask all ten (10) question in the specified order.

- **Thème A** **Toi –même**

Question (a) was well answered although a large number of candidates were unable to distinguish «physiquement» and «personnalité» which was required in Question (b). Furthermore, candidates were responding by giving one-word answers. Question (c) was generally well answered, however, correct grammar structures when constructing sentences were required. For example, candidates would respond by saying « *Je joue football. / Je regarde tv. »*

Questions (d) and (e) were not well answered by most candidates. Even though the question refers to «*Quels vêtements...*», it was noted that candidates were content to name just one clothing item. Moreover, the one selected left moderators confused on what was actually worn. Question (e) was a higher order question and candidates were required to justify their reasons.

- **Thème B** **À l'école**

In general, this question was well answered except for a few candidates. It must be emphasised that for communication to take place, answers needed to be given in complete sentence form. The incompleteness of responses was evident in Question (c) where candidates would respond by saying «*Je porte des baskets. /Je porte un tee-shirt et un short. »*/ or to add further «*Je porte une robe. / Je porte une cravate. »* This led to confusion when following the responses given in (b)and showed that some candidates did not fully understand the theme.

- **PART 2** **READING TEXTS**

GENERAL COMMENTS

In general, this was well prepared for and there were no discrepancies noted. Teachers/Examiners should not award marks where candidates have not answered questions correctly (see Marking Criteria page 11-12). In both texts (**Lecture A** and **Lecture B**), Question 3 was not well attempted by some candidates. Teachers are encouraged to practise frequent reading (aloud) to help candidates master the spelling and pronunciation of French words. More emphasis should be given on reading texts coherently so that the meaning of the text is conveyed, respecting punctuation and liaison of words. More strategies are also needed to pronounce unfamiliar words or phrases, as well as those words which candidates tend to pronounce in English (par exemple: *gentil, Laurent, surprise, chocolat, travail, docteur, médecin, jusqu'à l'âge, longues, officiels, temps, famille*).

• PART 3: QUESTION AND ANSWER

GENERAL COMMENTS

Generally, this section was well attempted by candidates, but Teachers/Examiners need to adhere to the Examiner's Notes (see page 5 (K) and page 13 on how to conduct the Question and Answer. The examination is focused on the candidates even though Teachers/Examiners are expected to participate. Therefore, Teachers/Examiners are expected to be brief and not take centre stage. A number of Teachers/Examiners were leading this section either by reading aloud the six (6) chosen words or by asking questions first based on the six (6) chosen words before given candidates the opportunity to ask them questions. Furthermore, some Teachers/Examiners were answering questions then asking candidates questions. It was also observed that some Teachers/Examiners were using English words (*J'aime le spinach*) in their responses, as well as providing grammatically correct sentences (*Mon nom est + prénom*). This needs to be immediately corrected to avoid being transferred to learners during teaching and learning. Lastly, marks were to be awarded based on the candidates' questions (see Marking Criteria on page 14) and not the Teachers/Examiners responses or their questions asked to candidates.

Over-all, most of the words were frequently used by candidates, however, it was the variety of question forms which was lacking. Most candidates limited themselves to question types that used «*Qu'est-ce que...*» and «*Quel/Quelle...*». The inability to construct complete sentences using the correct sentence structure (*sujet verbe objet*) and adhere to French grammatical norms of gender and gender agreements, as well as correct verb agreements was noted. More emphasis should be placed on this aspect during teaching and learning, as it was also noted in the written part of this examination (Section 4 of Paper 2). Language skills are transferable so Teachers/Examiners must be effective when promoting good language learning practices.