

***EXAMINATIONS COUNCIL OF ESWATINI***

***JC***

***EXAMINATION REPORT***

***FOR***

***FRENCH***

***YEAR***

***2020***

**JC EXAMINATION REPORT**

**FOR 2020**

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## General Comments

### **2020 marks the last year of the current examination syllabus.**

In the year 2020, a turn-around in the number of candidates that sat for the French Examination was witnessed. This year, a decline that has been unabatedly continuing was halted. 183 candidates wrote the examination, an increase of more than 30% from the 2019 cohort of 143 candidates. This is indeed a very welcome development.

Overall, this year 2020, the general performance of the candidates was not as dismal as feared, despite the Covid-19 disruptions in the teaching and learning process. Teachers are commended for preparing candidates for the examinations.

The examination consisted, as stipulated in the assessment syllabus, of three papers namely **Paper 1: Reading and Directed Writing, Paper 2: Continuous Writing and Paper 3: Speaking.**

There were no noticeable abnormalities in the papers except a challenge in the provision of back-up CDS for the oral recordings. Centres are urged to provide for the back-up CDs, to keep them where they are easily accessible to school administrators as well as to dispatch them to ECESWA timeously and expeditiously if so required by the Examinations Council.

**JC FRENCH**

**Paper 202/01**

**SECTION A: GRAMMAIRE [50 POINTS]**

Candidates did fairly well in this largely grammar-based paper. Of both sections, Sections B continues to be done very well. Sections A continues to pose the challenge of the least points garnered by candidates. The tabulation below shows the performances per question in percentages.

**SECTION: A GRAMMAIRE (50 MARKS)**

Question	Low performance %	High Performance%
Question 1 (out of 5 marks)	0-2 marks= 73%	3- 5 marks= 27%
Question 2 (out of 5 marks)	0-2 marks =86%	3-5 marks=14%
Question 3 (out of 5 marks)	0-2 marks=80%	3- 5 marks=20%
Question 4 (out of 5 marks)	0-2 marks=62%	3-5 marks=38 marks
Question 5 (out of 5 marks)	0-2 marks=57%	3-5 marks=43%
Question 6 (out of 5 marks)	0-1 marks =74%	2-5 marks=26 %
Question 7 (out of 10 marks)	0-3 marks=80%	4-10 marks=20%

**Expected answers:**

**Question 1**

- 1.1. C
- 1.2. B
- 1.3. D
- 1.4. A
- 1.5. C

**Question 2**

- 2.1. Depuis
- 2.2. Si
- 2.3. Comme
- 2.4. Quoi
- 2.5. Sauf

**Question 3**

- 3.1. Il faut faire une conclusion.
- 3.2. Mon nom/C'est mon identité.
- 3.3. Frédéric est fort en français.
- 3.4. Qui m'a choisi pour cette tâche?
- 3.5. On nous a présenté le nouveau professeur.

**Question 4**

- 4.1. rouge
- 4.2. sérieuse
- 4.3. effrayants
- 4.4. nouvel
- 4.5. humaine

### Question 5

- 5.1. On vient d'arriver, alors ne quittons pas maintenant.
- 5.2. Le type de films que je préfère c'est science-fiction. Malheureusement, mes amis les trouvent ennuyeux.
- 5.3. Elle ne voulait ni manger ni boire quelque chose.
- 5.4. Il faut venir avec nous; si non, tu resteras tout seul à la maison.
- 5.5. Plus il continue à pleuvoir, plus les rivières se remplissent.

### Question 6

- 6.1. Non, je n'ai pas de correspondants espagnols.
- 6.2. Nous ne participons plus/jamais à la soirée dansante.
- 6.3. Non, ils ne donnent rien sans paiements.
- 6.4. Non, personne n'a parlé avec Marc.
- 6.5. Non, je n'ai pas encore voyagé en France.

### Question 7

- 7.1. était
- 7.2. jouaient
- 7.3. racontaient
- 7.4. recevaient
- 7.5. a changé
- 7.6. ont substitué/substituent
- 7.7. s'asseyait
- 7.8. faire
- 7.9. est
- 7.10. retrouvera/ va retrouver

### Question 8

1. De quelle couleur est le drapeau d'Eswatini?
2. Où se trouve le cinéma?
3. Pourquoi obtiens-tu/obtenez-vous de bonnes notes, normalement?
4. Quand allez-vous à la campagne?
5. Pour combien de temps est-ce que la pluie a continué à/de tomber?

### Question 9

- 9.1 J'assiste au match/ Je regarde le match
- 9.2. Combien de touristes sont ici/là?
- 9.3. Les professeurs, vont-ils enseigner?
- 9.4. Le temps était très beau/Il faisait très beau.
- 9.5. Nous avons visité le village pour la première fois.

## SECTION B: COMPREHENSION (20 MARKS)

This Section was once again the most well done by candidates. It witnessed a minimum 70% pass rate, per question at least. Teachers are encouraged to continue to give sufficient exposure on texts to students.

In acknowledgement of the 'lifting' that Candidates did quite well. **Question 1** witnessed fairly good performances.

**Question 1.3.** proved tricky for a sizeable number of candidates, yet it required the basic 'Oui' or 'Non' response to 'Est-ce que....', taught in Form 1 for the first time. While it is admitted that Covid-19 played a part in the minimal revisionary process, Centres are encouraged to go an extra mile to ensure that learnt content is sufficiently revised.

**Question 2** was particularly passed the best by candidates of all Section B questions. Teachers are commended.

**Expected answers:**

**Question 1**

- 1.1. A Paris/En France
- 1.2. Le 15 avril 2019
- 1.3. Non, les gens n'ont pas compris/cru qu'il y avait un véritable danger.
- 1.4. Tout le monde a couru vers les portes.
- 1.5. A 19 heures, le feu est devenu très fort
- 1.6. A 19 heures
- 1.7. Grâce à des renforts et à d'autres interventions de la police.
- 1.8. a) Des drones terrestres  
b) Des drones aériens
- 1.9. Quinze heures

**Question 2**

- 2.1. A
- 2.2. B
- 2.3. D
- 2.4. B
- 2.5. C

**Question 3**

- 3.1. VRAI
- 3.2. FAUX
- 3.3. VRAI
- 3.4. FAUX
- 3.5. VRAI

## JC FRENCH

### Paper 202/02

#### General Comments

Paper 2 continues to be the most challenging paper to the candidates. Continuous Writing seems to be an achilles' heel owing to the candidates' general lack of the vocabulary, contextual familiarity and the requisite lexicon which affect the candidates' ability to respond. To remedy this problem teachers are reminded that there is no other panacea for this except giving learners sufficient exposure to ALL the themes, syntactical and semantical competence as well regular practice with writing longer creative texts.

#### Question 1- Description des images

Candidates did not perform as well as expected in this section, as usual. The over-reliance on the phrases 'Il y a.....' and 'Je vois.....' was glaring. Candidates are encouraged to use more of the action verbs in their descriptions.

Some candidates struggled with the description of daily routines as well as the

basic '**Verbes Pronominaux**'

**Picture 1-Se lever**

**Picture 2- Se laver**

**Picture 3- S'habiller**

**Picture 5- Se brosser les dents**

This may well point to an inadequacy in the revision process as both the routine and the present tense reflex verbs are Form 1 material.

#### Question 2- Rédaction de Lettres and Question 3- Composition

Candidates did not do well even in the basic conventions of friendly letter-writing nor the thematic comprehension of the question. This comment recurs yet again. Teachers are encouraged to improve in this aspect. Moreover, even for candidates who understood the context, a major let down was the inability to string together coherent and cohesive sentences, which once again points to the urgent need for teachers to equip learners with sentence construction and sufficient vocabulary to articulate their points. Candidates lacked the necessary competence in vocabulary, grammar, coherence, to some even mere comprehension of the question resulting in the latter resorting to the undesirable practice of presenting the exact question as a response.

Candidates need to be exposed to all the themes of the syllabus.

## JC FRENCH

### Paper 202/01

#### General Comments

This paper required of candidates to engage in three tasks: **Reading Passage** (10 marks), **Picture Description** (20 marks) and a guided **General Conversation** (20 marks). As it is normal practice, the French teachers in the Centres were once again used as the Examiners for Speaking even this year. Examinations Council Of Eswatini provided CDs on which to record the examination.

The majority of Centres are commended for a plausible attempt to stick to the Oral Examination and procedures, despite the Covi-19 ravaged climate under which the overall examination was administered.

A noticeable area of concern relates to the stipulation regarding preparing, keeping and if requested, the timely provision of the back-up CD. It was observed that a few Centres took a long time to re-send to ECESWA the back-up CD once it was required. Examiners are cautioned that ECESWA reserves the right to consider only the available materials, in the quest to meet her deadlines and any delays or failure to furnish such CDs will negatively affect candidate performances.

#### Further Observations Speaking Examination

While, noting that there were no large scale irregularities, there continue to be pockets of Examiners not following procedures to the latter. For example, one or two Examiners either:

- (a) omitted one of the Examination's three tasks or
- (b) did not ask the Thematic conversation questions in the required chronological fashion or
- (c) interrupted or intervened in the picture description task or
- (d) failed to use the reading passages or description pictures equally or
- (e) made candidates to choose pictures yet it is not supposed to be the case in this syllabus

It should be noted that these mistakes were few and far between as well as non-systemic.

However, what did seem systemic was the scoring that showed Examiners being too generous with the marks or too 'lenient'. Consequently, a large majority of the candidates scores from Centres had to be moderated down. Centres are cautioned that awarding candidates higher marks than they deserve creates a perception that Centres are deliberately giving their candidates an unfair advantage over other candidates nationally, an act that can be tantamount to 'cheating'. Centres are therefore strongly implored to follow the Examiner's Notes for the scoring process.

#### OBSERVATIONS ON TASKS

##### READING

Reading was done reasonably well. However, there still were words that candidates found challenging.

Here are some of the problematic words, among others, across the three passages that proved a challenge:

**'mechanceté', 'ethnopsychiatre', 'caramelisées', 'épuisée', 'incarcère', 'souterraines', 'sursauter', 'hypersophistiqué', 'harmonieuses', 'thérapeutique', 'extraterrestres'**



## PICTURE DESCRIPTION

**Candidates gave a fairly good account of themselves in this section. However, the following comments from the previous examination recurs.**

- (a) The use of varied action verbs, as opposed to the reliance on 'il y a', 'il/elle porte', 'je vois' etc in the Picture Description was largely limited. Stating the main action in the picture and others subsidiary actions assists learners to score higher and vice versa.
- (b) The importance of candidates having been helped pre-examination to acquire vocabulary and expressions pertaining to the various thematic areas cannot be overemphasised. Candidates end up stating 'J'ai fini' prematurely owing to a linguistic as well as lexical deficiencies.

## GENERAL CONVERSATION

**A worrisome number of candidates seemed to struggle the most in this section.**

- Candidates must have been exposed to various themes as well as had practice in this regard.
- Examiners ought to respect the Examiner's Notes guidelines pertaining to the number of themes to use and the chronology of the questions.

For future oral examinations preparedness, it is advised that (among other measures):

- (a) Candidates must be taught the letter and sound combinations to assist them in the correct pronunciation of words.
- (b) Teachers give learners adequate practice and exposure to examination-like scenarios and content
- (c) Examiners familiarize themselves sufficiently with the expectations of the Examiner's Notes.
- (d) Candidates be privy to the scoring and grading criteria so that their performance during examinations reflects that they are aware of how far to go when executing tasks.