

EXAMINATIONS COUNCIL OF ESWATINI

EPC

EXAMINATION REPORT

FOR

FRENCH

2020

General Comments

In 2020, a total of **1919** candidates sat for the Eswatini Primary Certificate (EPC) French Examination. This reflected a sharp increase of **656** candidates compared to the number of candidates in **2019** which was **1267**. Further analysis of candidate figures per region in 2020 indicated the following; **723** candidates were from Hhohho, **415** from Lubombo, **714** from Manzini and **67** from Shiselweni. In 2020, the number of Examination centres also increased to a total of **50** from **48** in 2019. The Examination centres are still distributed within the four regions of the country. However, Hhohho and Lubombo each increased by one centre changing from **10** in 2019 to **11** respectively, in 2020. The other two regions, Manzini and Shiselweni maintained the same number of centres even in 2020; **25** and **3** respectively.

The 2020 French examination comprised of three components; two are written examinations **PAPER 1 (434/01)** and **PAPER 2 (434/02)** whilst **PAPER 3 (434/03)** is an oral examination. Of these papers; **434/03** is conducted as a school-based assessment.

Examination centres must be commended for the way in which candidates' scripts for **PAPER 1 (434/01)** and **PAPER 2 (434/02)** were neatly presented, and that answers were written in a legible manner. However, there is still a need to ascertain that all information on the cover page is appropriately completed. It was noted, that some candidates did not complete this information correctly. For example, some candidates wrote their names and forgot their surnames or wrote their centre number on the space reserved for their candidate number. Furthermore, Examination centres must ensure that candidates refrain from writing marks on the table reserved for Examiner's on the cover page. This table is used for mark allocation during the marking of the examination. Finally, Examination centres are reminded to adhere to the instructions on the cover page of the scripts in order to comply with examination requirements.

PAPER 1 LISTENING & READING COMPREHENSIONS & TRANSLATION 434/01

This Paper 1 is divided into **three (3) sections** marked out of a total of **25 Marks**.

SECTION 1 LISTENING COMPREHENSION 10 Marks

This section consisted of ten (10) questions which were sub-divided into **3** parts. Candidates had to answer questions in this order; **Part A** (Questions 1.1–1.3), **Part B** (Questions 1.4-1.6) and **Part C** (Questions 1.7-1.10). All the questions were based on a text read aloud by the teacher/examiner. Each question in Section 1 was awarded one mark, totalling to ten marks.

SECTION 2 READING COMPREHENSION 10 Marks

In this section, candidates were expected to read a comprehension text and answer the ten (10) questions based on the text. Each question was awarded one mark.

SECTION 3 TRANSLATION 5 Marks

This section had five (5) sentences written in English. Candidates had to translate each sentence into French. Each question was awarded one mark.

SECTION 1 LISTENING COMPREHENSION

GENERAL COMMENTS

It was pleasing to note that the vast majority of candidates attempted to answer all questions in Section 1. Candidates still experience challenges of varying degree in attempting to answer questions in this Section.

Candidates mainly struggle to write their answers in complete sentences. Examination centres must ensure that this requirement is taught throughout the learning stage; so that candidates can transfer this skill during the external examination.

In addition, most candidates were unable to answer correctly questions because they did not understand the following key question words: « **Qu'est-ce que, Comment, En quel, Quel, Pourquoi est-ce que** ». Examination centres are encouraged to focus on question words, as well as, varying the types of questions (from lower order questions to higher order questions) during teaching and learning. It is only through frequent exposure during the learning process that candidates will be better prepared to listen and identify the required information from a range of listening texts. Lastly, Examination centres are reminded that for on-going progress to be made in this Section, listening texts must be a norm in the teaching and learning phase. This practice is bound to make a positive impact on the assessment of listening texts too.

• **LISTENING COMPREHENSION ANSWERS**

PART A

1.1 Comment s'appelle la petite ville ?

Expected answer : *La petite ville s'appelle Malkerns. / Elle s'appelle Malkerns.*

This question was well attempted by most candidates.

1.2 La ville de Malkerns est située à combien de kilomètres de Manzini ?

Expected answer : *La ville de Malkerns / Elle est située à dix-huit kilomètres de Manzini.*

This question was well attempted by most candidates. The few candidates who were unable to answer had challenges with understanding numbers.

1.3 Qu'est-ce qu'on trouve dans cette ville ?

Expected answer : *Dans cette ville on trouve beaucoup de fermes.*

A large number of candidates were unable to spell the word «fermes» and wrote «fermers».

PART B

1.4 Nommez **deux** animaux que les fermiers élèvent.

Expected answer : *Les fermiers élèvent **des vaches** et **des poules**.* Both words in bold must be given in order to get the full mark.

Most candidates who answered this question incorrectly wrote one word yet two words were required in the answer.

1.5 Quel produit conserve l'usine ?

Expected answer : *L'usine conserve **des ananas**.*

This question confused a number of candidates, as they gave any of the answers from 1.6 as the correct answer.

1.6 Quel produit peut-on acheter à un prix bon marché ?

Expected answer : *On peut acheter **de la confiture, du lait, des œufs et des légumes** à un prix bon marché.*

Candidates were awarded full marks for writing any word among those in bold. In general this question was well attempted by candidates.

PART C

1.7 Comment est Malkerns ?

Expected answer : *Malkerns est calme.*

A fair number of candidates were able to answer this question. Candidates seemingly could not identify the adjective.

1.8 En quel mois y-a-t-il beaucoup de visiteurs ?

Expected answer : *Il y a beaucoup de touristes pendant le mois de mai/au mois de mai.* A substantial number of candidates were unable to answer this question correctly. «fermers».

1.9 Comment s'appelle le festival ?

Expected answer : *Le festival/ Il s'appelle Bushfire. Le festival/ Il est Bushfire.* This question was well attempted by most candidates.

1.10 Pourquoi est-ce que les propriétaires des restaurants et des hôtels aiment ce festival ?

Expected answer : Ils/Les propriétaires des restaurants et des hôtels aiment ce festival parce qu'ils gagnent beaucoup d'argent.

Few candidates were able to answer this question correctly reflecting a clear indication on the inability to respond to higher order questions.

• SECTION 2 READING COMPREHENSION

GENERAL COMMENTS

Overall, Section 2 was answered in a satisfactory manner by most of the candidates. It must be noted that candidates' answers were neatly written and where cancelling occurred, rulers were used. There were also fewer spelling errors as candidates' answers were well written.

Quite a substantial number of candidates struggled to answer appropriately **Questions 2.2, 2.5, 2.7, 2.8 and 2.9**. Candidates need to be reminded that all answers are found within the comprehension text. As stated previously, questions words must be reviewed so that candidates can understand what they are required to do. Clearly understanding question words will result in great improvement on the reading comprehension aspect. Teachers/Examiners are expected to refer to the answers below so they can assist future candidates.

READING COMPREHENSION ANSWERS

2.1 Quel jour est le jour préféré de Nandi?

The correct answer was «Le mercredi, est le jour préféré de Nandi. / Elle (Nandi) préfère le mercredi.» However, a large number of candidates who answered this question incorrectly wrote «Mon emploi du temps est vraiment parfait! » showing that they did not understand the key word «Quel jour...» from the question.

2.2 Pourquoi est-ce que Nandi préfère ce jour-là?

The correct answer was «Nandi /Elle préfère ce jour-là parce qu'elle apprend ses matières favorites». Most candidates who did failed to answer the question correctly responded by saying that «Le mercredi est ma journée préférée».

2.3 Nandi commence par quel cours?

The correct answer was «Nandi /Elle commence par un cours d'anglais». This was a question generally understood by most candidates. However, those who did not perform well in this question responded by answering in this manner «Je commence par un cours avec Mademoiselle Mabuza.»

2.4 Qu'est-ce que Nandi apprend à compter pendant le cours de mathématiques?

The correct answer was «Nandi /Elle apprend à compter l'argent.»

A majority of candidates understood this question. But, those who wrote incorrect answers responded as follows «Monsieur Shabangu nous apprend les mathématiques.»

2.5 Que font les élèves pendant la récréation ?

The correct answer was «Les élèves mangent des sandwiches et bavardent pendant la récréation.»

A substantial number of candidates who answered this question incorrectly wrote «Mon dernier cours avant la récréation est le français avec Monsieur Dlamini.»

2.6 Comment apprend à faire les dessins des objets?

The correct answer was «On apprend à faire les dessins des objets en crayon.»

This question was successfully answered by the majority of candidates. However those who did not answer it correctly only wrote «On apprend à faire les dessins des objets.»

2.7 Qui enseigne le siswati ?

The correct answer was «Madame Mavuso enseigne le siswati.» This question was generally well answered by candidates.

2.8 Où est-ce que Nandi joue au football ?

The correct answer was «Nandi joue au football au terrain de sports». The candidates who failed to answer this question correctly did not identify the location and instead wrote «Nandi joue au football.» This highlights the importance of knowing key question words; in this case «Où...»

2.9 À quelle heure est-ce que Nandi rentrer chez elle?

The correct answer was «Nandi rentrer chez elle à quatorze heures». Some candidates were confused because they had included the answer for this question in the previous one. Another example of the significance of knowing key question words «À quelle heure ...»

2.10 Pourquoi est-ce que le mercredi est super?

The correct answer was «Le mercredi est super parce que souvent on n'a pas de devoirs.»

This question was well attempted by most candidates.

• SECTION 3: TRANSLATION

GENERAL COMMENTS

This Section 3 is the most challenging to the majority of the candidates. Candidates are still unable to write complete sentences using appropriate grammar rules such as verb agreements, adjective agreements and use appropriate vocabulary. Although there were few words requiring accents, this aspect was still found difficult by most candidates. There were some words which are expected to be commonly used at this level but, candidates struggled to write them.

TRANSLATION ANSWERS

3.1 *Les arbres sont grands.*

A number of candidates failed to spell the word «arbres», as well to use the appropriate adjective agreement in plural form.

3.2 *Il a un chat.*

A large number of candidates were answered this question correctly.

3.3 *Sa mère aime le thé.*

The use of possessive adjectives and distinguishing the correct accent to use on « mère, thé » was problematic for most candidates. A large number of candidates were unable to spell « thé » resorting to writing it in English.

3.4 *Aujourd'hui, il fait froid.*

This was fairly well answered by candidates. However, some candidates failed to make the correct verb agreement with the «faire» and wrote «fais».

3.5 *Les enfants vont à l'église.*

In general this question was poorly attempted. Very few candidates were able to spell «*église*» correctly. In addition, candidates seemed to be unable to distinguish between «*élèves*» and «*enfants*».

Paper 2 Dictation, Multiple Choice & Composition-Comprehension 434/02

This paper also consisted of the **three (3)** Sections marked out of **25 Marks**.

SECTION 1 DICTATION

5 Marks

Five (5) sentences are dictated by the Examiner. These sentences are marked out of 5 Marks.

SECTION 2 MULTIPLE CHOICE

10 Marks

Ten (10) multiple choice questions form Section 2 and each question is allocated one mark, making a total of 10 Marks. Candidates are expected to select the most appropriate answer from the options provided by circling it.

SECTION 3 COMPOSITION-COMPREHENSION

10 Marks

Ten (10) words of different grammatical structures are presented in a table. Candidates have to choose the most suitable word to complete the text in a coherent manner. This Section is marked out of 10 Marks.

• SECTION 1: DICTATION

GENERAL COMMENTS

The dictation was completed in a satisfactory manner by most candidates. However, Teachers/Examiners are requested to strengthen the teaching of listening activities so that candidates are well-prepared for the external examination. In addition, importance must be placed on the **first reading** activity as it helps candidates contextualize sentences for subsequent readings. The sound – letter association was also be reinforced during teaching and learning phase so that this skill is transferred during the external examination.

DICTATION ANSWERS

1.1 The correct sentence was «Où est ton chapeau bleu?»

Candidates made mistakes when writing the following words: « **Où, chapeau** » which was often written as «*ou and chapeu*».

1.2 The correct sentence was «Les enfants jouent au tennis».

The words which were challenging were « jouent, au ».

1.3 The correct sentence was «Mon frère mange une banane».

This sentence was well written by the majority of candidates. However, a few made a mistake on the spelling of «banane» written as the English word.

1.4 The correct sentence was «J'aime regarder la télévision.».

The words «regarder, télévision» were incorrectly written by omitting the infinitive form and accents.

1.5 The correct sentence was «Mes cousines arrivent jeudi prochain.»

This was a challenging question for most candidates. These words were incorrectly written «Mes cousines arrivent».

• **SECTION 2: MULTIPLE CHOICE**

GENERAL COMMENTS

Candidates should be encouraged to ensure that only **one** answer is given and must attempt to answer all questions. Furthermore, candidates only circle their answer and not write on the dotted spaces on the question.

In general, candidates answered this section in a satisfactory manner. There were however, weak candidates who had gaps in grammatical knowledge and vocabulary. These candidates struggled to get marks in this section. The following questions proved to be a challenge for some candidates; **2.3, 2.4, 2.5, 2.7, 2.8** and **2.10**.

MULTIPLE CHOICE ANSWERS

2.1	A	2.6	A
2.2	D	2.7	C
2.3	C	2.8	B
2.4	B	2.9	D
2.5	D	2.10	A

• **SECTION 3: COMPOSITION-COMPREHENSION**

GENERAL COMMENTS

A substantial number of candidates continue to experience difficulty when answering this section. Nonetheless, the number of unanswered responses, repetition of words and incorrectly spelt words was minimal. Teachers/ Examiners need to reinforce this type of activity during the teaching and learning phase. Candidates should be able to identify verb, adjective agreements where required, as well as, identify how to complete a text with nouns and articles. The use of prepositions where articles should have been used, indicate that candidates have not mastered simple sentence formation structures. For further improvement, candidates should review their answers using context clues.

COMPOSITION-COMPREHENSION ANSWERS

3.1 le jour	3.6 mes
3.2 dans	3.7 continuer
3.3 chanter	3.8 mon
3.4 joyeux	3.9 dernier
3.5 un gâteau	3.10 pour

Paper 3 ORAL COMMUNICATION ASSESSMENT

434/03

The school-based oral communication examination is marked out of **50 Marks**. The marks are allocated based on three parts; a **READING TEXT** allocated ten (10) Marks, a **PICTURE DESCRIPTION** marked out of twenty (20) Marks and a **GENERAL CONVERSATION** allocated twenty (20) Marks.

In 2020, this school based assessment was conducted in November by French teachers/ examiners. The Oral Communication assessment component is scheduled on the Examination timetable and Examination centres receive documentation from ECESWA to guide the conduct of this examination. Each Centre received the following; an Examiner's Notes booklet which guided the teacher/examiner on all aspects of conducting and recording marks for the oral assessments, a package to be used by candidates which comprised of reading texts and pictures, as well as, CDs to be used for recording the assessment.

The reading has three (3) reading texts and accompanied by a reading marking criteria. The picture description also has three pictures and a picture description marking criteria. Lastly, the general conversation is conducted through three themes accompanied by a general conversation marking criteria. Examination centres were expected to submit recorded CDs of oral assessments and Oral Summary Forms by the 30th of November to ECESWA as evidence of having conducted these assessments.

ECESWA undertakes means to capacitate teachers/examiners and to guarantee their readiness to conduct this school based assessment. Therefore, Teachers/ Examiners are given access to their package **three (3) days** before conducting the tests to familiarize themselves with the content of the tests and to ensure that a smooth examination takes place. It is expected that Teachers/Examiners will ensure that confidential information does not directly or indirectly reach candidates during the three (3) days. All information on how to conduct, record and check audio recordings, use of assessment tools in evaluating candidates (Marking Criteria for each component), as well as, how to record their marks (Oral Summary Form) and a checklist (to ensure that all necessary documents are submitted as specified) is availed through the Examiner's Notes.

GENERAL COMMENTS

The Oral Communication Examination (434/03) was generally fairly well conducted by most Examination centres in 2020. Teachers /Examiners must be commended on ensuring that CDs were recorded, as this marked the first time where no Examination Centres were requested to submit backup CDs. However, there is still a need for further vigilance 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.

The different parts of this form should be correctly filled in by indicating the reading passages, pictures, General conversation themes, as well as, the mark allocation for different parts.

- **Theme selection for the General Conversation**

Irregularities were noted in 2020 as teachers/examiners asked candidates only **one** theme instead of the specified **two** (see Examination Notes Booklet page 4 (I) and page 13. All candidates are moderated on **two** themes. Consequently, candidates are penalised at moderation not on their abilities but on the failure of their teacher/examiner to follow examination procedures.

- **Non-adherence to recording procedure**

It was noted that recordings are still not labelled correctly. There were Examination centres where CDs still had single track recordings with unidentified candidates since there were no labelled tracks. This made the moderation to be laborious as Moderators were expected to listen to the entire track, in order to find the selected candidates.

Finally, Teachers/Examiners are expected to ask indicated warm-up questions on the Examiner's Notes (See page 4 # 8(C) warm-up section). Furthermore, the transition between sections should also be indicated on the recording (See Examiner's Notes page 4).

- **PART 1: READING PASSAGES**

During this part of the examination, three (3) reading passages are provided and Teachers/Examiners select the reading passage to be given to candidates. The passages are to be used and aligned to candidates' diverse reading abilities. Preparation time is specified time (See page 4, #8 (D) of Examiner's Notes).

GENERAL COMMENTS

To assess each reading passage Teachers/Examiners adhere to the Marking Criteria on page 7 of Examiner's Notes. In order for the reading assessment to be objective, the **phrasing and pacing** aspect should align to the **fluency and pronunciation** aspect.

- **Passage A**

During the reading, the following words proved to be difficult to learners; **éducatif, verre, voyage, feuille, expliqué, travail, répondre, réponses, correctes** and **gagner**.

- **Passage B**

The following words were challenging during the reading of this passage: **royaume, culturelles, jeunes, filles, lieu, mois, août, septembre, décembre officiellement, importantes, traditions/ traditionnel/ traditionnelles, peuple. deux, pays, touristes** and **apprécient**.

Words with **-ois, ions, ou, eu, au** were read using English pronunciation (importantes, touristes, traditions), in the case of **jeunes** it was read as **jaune**.

- **Passage C**

Candidates found these words challenging in this passage; **nouvel, Belgique, internationale, vivre, pays, malheureusement, l'espagnol, essential** and **gens**.

- **PART 2: PICTURE DESCRIPTION**

To assess each picture description Teachers/Examiners must adhere to the Marking Criteria on page 8 of Examiner's Notes. In order for the picture description assessment to be objective, the **structure and vocabulary** aspect should align to the **development and fluency** aspect.

Teachers/Examiners receive three (3) pictures for this part of the assessment. They choose each picture to be described by candidates. Upon receiving the picture to be described, candidates prepare within a specified time (See page 4, #8 D of Examiner's Notes). It is expected that all the pictures will be used within each Examination centre, as pictures align to different vocabulary abilities of candidates.

The Marking Criteria for Picture Description (See page 8 of Examiner's Notes) is to be used by Teachers/Examiners to assess the picture description activity. Teachers/Examiners must allocate marks using this criterion, in order for the assessment to be objective. The aspects of structure and vocabulary should correspond to the fluency and pronunciation aspect. The picture description is not a mere listing of items in isolation and using repetitive vocabulary and sentence structures. It is expected that candidates' descriptions must be cohesive.

GENERAL COMMENTS

Most Examination centres preferred **Image 1** for the picture description. **Image 2 and 3** were attempted at a satisfactory level.

For a satisfactory picture description all candidates had to possess a diverse vocabulary and express themselves using grammatically correct sentences.

The moderation process revealed that there was a large number of candidates who were meet the aforementioned requirements in an acceptable manner. Candidates were unable to vary verb forms as they continuously used «il y a» or «je vois» at the beginning of each sentence. Most candidates' descriptions were characterized by the inability to develop or link ideas to make a cohesive description but were isolated sentences. Furthermore, the inability to use qualitative adjectives (to describe clothes and rooms) appropriately, and to make correct gender agreements had a negative impact on candidates' descriptions. Examination centres need to emphasize the developments of the aforementioned skills upon during the teaching learning phase.

- **PART 3: GENERAL CONVERSATION**

This is the only section of the oral examination. an which is **unprepared/unseen**. To assess the general conversation, Teachers/Examiners had to adhere to the Marking Criteria on page 9 of Examiner's Notes. In order for the general conversation assessment to be objective, the **structure and vocabulary** aspect should align to the **development and fluency** aspect.

Three themes were provided each with five questions and candidates were expected to answer questions from only **Two (2)** themes, which were selected by the teacher/examiner.

GENERAL COMMENTS

This year, the external moderation process experienced still experienced some challenges with this Section. Teachers/Examiners are reminded that this part is unprepared and that two **(2)** themes **must** be selected. Lastly, the marks that are awarded to candidates are informed by the Marking Criteria C (See page 10 of Examiner's Notes) and there should not be any discrepancy between the candidates' responses and the Marks awarded.