

EXAMINATIONS COUNCIL OF ESWATINI

EPC

EXAMINATION REPORT 2019

FOR

FRENCH 434

The 2019 French examination comprised of three papers **PAPER 1 (434/01)**, **PAPER 2 (434/02)** and **PAPER 3 (434/03)**. Of these papers, **434/01** and **434/02** are written examinations whilst **434/03** is an oral examination conducted as a school based assessment.

With regards to **PAPER 1 (434/01)** and **PAPER 2 (434/02)**, Examination centres must be commended for the way in which candidates presented their work e.g. use of legible handwriting and neatness. Nevertheless, there is a need to ensure that all information on the cover page be appropriately completed e.g. candidate name and candidate number. It was observed that an increasing number of candidates do not complete this information correctly. For instance, some candidates would write their names and forget their surnames or write their centre number on the space reserved for their candidate number. Examination centres should also encourage candidates to refrain from writing on the total marks table on the cover page, as that is to be used by Examiners after marking each section. Finally, Centres are reminded that at no instance should information be written in pencil nor at the back of the examination script. All Examination centres should use the instructions on the cover page of the scripts to guarantee adherence to examination requirements.

PAPER 1 LISTENING & READING COMPREHENSIONS & TRANSLATION 434/01

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 1.4-1.8) and **Part C** (Questions 1.9-1.10). 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 nine (9) questions based on the text. Each question was awarded one mark. Two marks were allocated for Question 2.6. Section 2 was marked out of ten marks.

SECTION 3 TRANSLATION

5 Marks

This section had five (5) sentences written in English. Candidates had to translate each sentence into French. Section 3 was worth 5 Marks.

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. Despite this progress, **SECTION 1** still poses a number of challenges for candidates.

Firstly, candidates continue to struggle to write their answers in complete sentences. Examination centres must ensure that this requirement is inculcated throughout the learning stage so that candidates can easily adapt during the external examination.

Secondly, most candidates were unable to answer correctly questions because they did not understand the following key question words: «**Qu'est-ce que, Comment, Combien de, Que, Quand, Où, En quelle, Pourquoi est-ce que, Qui and Quelle**». Particular attention must be given to question words, as well as, varying the types of questions (lower to higher order) during teaching and learning. Through frequent practice, only then will candidates be better prepared to listen and identify the required information from a range of listening texts. Finally, Examination centres are reminded that any major improvement in this Section can only be achieved when listening texts are treated as a norm in the teaching and learning phase. This practice will in turn have a positive impact on the assessment of listening texts too.

• LISTENING COMPREHENSION ANSWERS

PART A

1.1 Qu'est-ce qui aide les gens à organiser leur temps ?

Expected answer : *Le calendrier aide les gens à organiser leur temps. / C'est le calendrier.*

This question was generally well attempted by most candidates. However, a notable number of candidates wrote the «les mois de l'année» and others rewrote the question.

1.2 Comment sont les saisons dans une année ?

Expected answer : *Les saisons sont plus longues.*

A substantial number of candidates were unable to answer this question and instead wrote «les jours» or «les semaines».

1.3 Combien de mois y a-t-il dans une année ?

Expected answer : *Il y a douze mois. / Il y en a douze.*

A large number of candidates were unable to spell the number «douze» and wrote «deuxième» or «deuzième».

PART B

1.4 Nommez **une** activité que les élèves font pendant le premier trimestre.

Expected answer : *Les élèves font de l'athlétisme, de la natation et de la musique chorale pendant le premier trimestre.* Any of the underlined responses was marked correct.

Candidates who answered this question incorrectly used the activity for the *deuxième trimestre* «Les élèves jouent au football». Centres need to caution candidates to review their responses.

1.5 Quand est-ce que les élèves jouent au football ?

Expected answer : *Le deuxième trimestre les élèves jouent au football. / Au deuxième trimestre les élèves jouent au football. / Pendant le deuxième trimestre les élèves jouent au football.*

This question was incorrectly answered by most candidates because they were confused by question 1.4 and answered by listing the activities in 1.4 rather than identify the time

when this activity takes place. Other candidates incorrectly wrote the venue instead of giving the time required in question.

1.6 Où se font les activités à Manzini ?

Expected answer : *Les activités se font au stade de Mavuso à Manzini. / Les activités se font au stade de Mavuso. / Les activités se font à Mavuso.*

The vast number of candidates who did not answer this question correctly omitted to write the exact venue. Instead they wrote «Les activités se font à Manzini». Candidates needed to read the question carefully because «Manzini» was given as a clue in the question that they needed to provide additional information.

1.7 En quelle saison est le deuxième trimestre ?

Expected answer : *Le deuxième trimestre est en hiver.*

Most candidates were unable to answer this question in a satisfactory manner. Candidates listed activities carried out during this term instead of identifying the season.

1.8 Pourquoi est-ce que les élèves ne font plus les sports pendant le dernier trimestre?

Expected answer : *Les élèves ne font plus les sports pendant le dernier trimestre parce qu'il y a les examens les plus importants.*

A substantial number of candidates were unable to answer this question and those who did struggled to write « examens».

PART C

1.9 Qui portent des jupes comme uniforme scolaire ?

Expected answer : *Les filles portent des jupes comme uniforme scolaire.*

Most candidates were able to answer this question. Those who did not answer it correctly failed to identify who «qui» referred too and wrote «les élèves».

1.10 Quelle sorte d'uniforme scolaire portent les élèves en hiver.

Expected answer : *En hiver, les élèves portent des pull-overs et des vêtements de jogging comme uniforme scolaire.*

Most candidates were able to answer this question correctly. Those misunderstood the question wrote «Les shorts et les chemises courtes».

• **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 adhered to the instructions as they were written in complete sentences. Furthermore, there were very few spelling errors on the answers provided.

Quite a substantial number of candidates struggled to answer appropriately **Questions 2.2, 2.5, 2.7, 2.8 and 2.9**. Candidates must be reminded that all answers are found within the 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 look at the answers below so they can assist future candidates.

READING COMPREHENSION ANSWERS

- 2.1 A large number of candidates who answered this question incorrectly because they left the answer as «Le pays d'Eswatini encourage les jeunes» showing that they did not understand «...**de faire**» from the question. **The answer was** : «Le pays d'Eswatini encourage les jeunes de faire du sport».
- 2.2 Most candidates did not understand that they had to answer the «**Que...**» from the question and ensure it was complete, so they wrote «Les études scientifiques montrent que pratiquer un sport». **The answer was** : «Les études scientifiques montrent (aussi) que pratiquer **un sport pour au moins trente minutes** est bon pour la santé.
- 2.3 This was a question generally understood by most candidates. However, those who did not perform well in this question wrote «La société n'avait pas l'habitude de faire du sport». **The answer was** : «**Dans le passé**, la société n'avait pas l'habitude de faire du sport».
- 2.4 A majority of candidates understood this question. A few candidates failed to answer it correctly because the question was not attempted. These candidates left the answer as «Le signe d'une bonne vie et de la richesse». **The answer was** : «Le signe d'une bonne vie et de la richesse était d'être gros».
- 2.5 This question confused a substantial number of candidates as they answered «Aujourd'hui, la situation est pire à cause e la technologie». **The answer was** : «Aujourd'hui, les gens voyagent en voitures ou autobus».

- 2.6 This question was successfully answered by the majority of candidates. **The answer was** : « Les deux maladies sont i) le diabète ii) et l'obésité».
- 2.7 A large number of candidates failed to answer this question, as they wrote «encourage toujours les gens de «bouger le corps». **The answer was** : «Le Ministre des Sports, de la Culture et de la jeunesse encourage toujours les gens».
- 2.8 Candidates who answered incorrectly this question and wrote «Les ont des avantages sur le développement physique». **The answer was** : «Les sports sont importants parce qu'ils apprennent aux gens **à contrôler leurs émotions et à respecter les règles de jeux**». Any response written in bold phrases was marked correct.
- 2.9 A fair number candidates who answered this question incorrectly. They wrote «Les sportifs créent de bonnes relations et des valeurs». **The answer was** : «Les sportifs se rencontrent dans un lieu différent».

• **SECTION 3: TRANSLATION**

GENERAL COMMENTS

Section 3 is the most challenging to most 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 *Son anniversaire est demain. / Demain, c'est son anniversaire/ Son anniversaire est demain.*

A number of candidates failed to spell the word «anniversaire», as well the inability to use the appropriate possessive pronoun. A large number of candidates wrote «aujourd'hui» instead of «demain».

3.2 *Ma famille aime cette ville.*

Candidates were unable to make us the correct possessive pronoun «Ma» as well the correct demonstrative. Some candidates wrote «village» or «villa» instead of «ville».

3.3 *Les chaussures sont brunes (marron). / Les souliers sont bruns (marron).*

Quite a substantial number of candidates were unable to make correct adjectival agreements «brunes» with the noun used. In addition, a surprising number of candidates were unable to spell «chaussures» correctly.

3.4 *Le matin, je me réveille tôt. / Je me réveille tôt, le matin.*

A common mistake for most candidates was the omission of the article before the noun. This was followed by the absence of accents or incorrectly written ones, on the words «réveille» and «tôt». Unfortunately, the aforementioned was the norm for the majority candidates. A substantial number of candidates confused the verbs «se lever» and «se réveiller».

3.5 *Ce vieil homme habite près de la boulangerie.*

Very few candidates were able to spell «vieil» correctly. In addition, an astonishingly few, also knew how to spell «homme» correctly, a lot of the candidates wrote «grand garçon» or «grand-père». Furthermore, the preposition «près de» and the noun «la boulangerie» was difficult to write for the majority of candidates.

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

In this section five (5) sentences are dictated by the Examiner. These sentences are marked out of 5 Marks.

SECTION 2 MULTIPLE CHOICE

10 Marks

This section was composed of ten (10) multiple choice questions totalling 10 Marks. Candidates are expected to select the most appropriate answer from the options provided.

SECTION 3 COMPOSITION-COMPREHENSION

10 Marks

In this last section, ten (10) words are presented in a table and candidates select the most suitable response that makes the text coherent. It is allocated 10 Marks.

• **SECTION 1: DICTATION**

GENERAL COMMENTS

The dictation was completed in a satisfactory manner by most candidates. However, Teachers/Examiners are requested to reinforce listening activities so that candidates are well-prepared for the external examination. Emphasis must be placed on the **first reading** activity. This prepares candidates for subsequent readings and helps them to contextualize sentences, as they concentrate on the sound-letter combination and punctuation. Particular attention should be paid to accents and how they are written. **Sentence 1.3** was written with ease by the majority of the candidates; however the other sentences proved to be challenging to a substantial number of candidates.

DICTATION ANSWERS

1.1 The correct sentence was «**Il prend un chocolat chaud**».

Candidates made mistakes when writing the following words: «prend» which was often written as «pren», «chocolate» instead of «chocolat» and «chaud» written as «cho» or «chau».

1.2 The correct sentence was «**Les élèves font un concert**».

The words which were problematic for candidates were « Les élèves» because candidates did not write the accents, and some spelt «les» with «z» demonstrating inability to distinguish the liaison in the written form. A variety of spellings were written in the place of «font» such as «four, for or fo». Even «concert» was written as «concer». The spelling errors highlight the need to stress which sounds are heard when listening but are written or not written, during teaching.

1.3 The correct sentence was «**Cette voiture est plus rapide**».

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

1.4 The correct sentence was «**Il y a beaucoup de personnes ici**».

A number of candidates wrote «Il y a » as «Ilya». A large number of candidates could not write the word «beaucoup». It was written as «beacoup» and the partitive article «de» as «des». The word «ici» was wrongly written as «isi/issi».

1.5 The correct sentence was «**Ta nièce travaille à la banque**».

«**nièce**» written as «niece», the verb «travaille» was written as the noun «travail» and «**banque**» written as «bank or banq».

- **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; **2.2, 2.3, 2.5, 2.7, 2.9** and **2.10**.

MULTIPLE CHOICE ANSWERS

2.1	B	2.6	C
2.2	C	2.7	B
2.3	D	2.8	A
2.4	A	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 enfant	3.6 du
3.2 dors	3.7 de la
3.3 un	3.8 avec
3.4 au	3.9 tennis
3.5 achats	3.10 regarde

The oral examination has three parts marked out of **50 Marks**. It comprised of a **READING TEXT** ten (10) Marks, a **PICTURE DESCRIPTION** twenty (20) Marks and a **GENERAL CONVERSATION** twenty (20 Marks).

The 2019 French oral assessments were conducted by French teachers/ examiners as a school based assessment in October. As evidence of the conduct of these assessments, Examination centres submitted CDs and Oral Summary Forms by the 31st of October to the Examination Council of Eswatini (ECESWA). The Oral Assessment is scheduled on the Examination timetable and Examination centres receive the following documentation from ECESWA: an Examiner's Notes booklet, (which guides the examiner on all aspects of conducting and recording marks for the oral assessments), reading texts and themes for the general conversation (included in the booklet) and pictures (3). In addition, Centres receive a package with reading texts and pictures to be used by candidates, as well as, CDs to be used for recording them.

ECESWA strives to capacitate teachers/examiners and to ensure their readiness to conduct this school based assessment. Hence, teachers/ examiners are given access to their package three (3) days before conducting the tests to familiarize themselves with the content of the tests. All the information on how to conduct, record and to check audio recordings, all assessment tools to be used to evaluate the 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 434/03 Examination was generally fairly well conducted by most Examination centres in 2019. However, there was an unusual increase in challenges emanating from the inability of Teachers /Examiners to follow the guidelines provided for the Oral Assessment. Consequently, the external moderation process was affected and the moderation pace slowed down. Below are some of the challenges experienced in 2019;

- **Incorrect Marks on the Summary Form** - Thirteen (13) Examination centres (5 from Hhohho, 3 from Lubombo and 5 from Manzini regions) submitted incorrect marks. Consequently, marks for fifty-one (51) candidates had to be amended before the actual moderation could take place. Teachers/ Examiners are urged to check marks before submitting this form.
- **Incomplete Information On The Summary Form** - Teachers/ Examiners are reminded that all parts of this form should be completed correctly for each candidate. The reading text must be identified, the picture being described numbered and the themes selected from the general conversation noted on the form. **NO MARKS SHOULD BE RECORDED ON THE COLUMN TITLED EXTERNALLY MODERATED MARK.**
- **CDs not recorded** - A number of Examination centres submitted empty CDs. This meant that moderation could not take place at the scheduled times and Examination centres were called to submit their backup copy. This is an issue which should not be experienced as recordings are expected to be checked prior to submission.
- **Omission of candidates from the recordings** - Some Examination centres submitted incomplete recorded samples for candidates. Centres are reminded that Teachers/Examiners have the responsibility to record all three (3) parts of this assessment. It is also their duty to ensure that recorded samples contain **all 3 parts of the oral assessment per candidate**. Moreover, Teachers/Examiners cannot blame other parties who were involved in the transferring of recorded samples to the CDs. It is for this reason that Teachers/Examiners **must** check recorded samples on the CDs.
- **Conduct of Internal Moderation**- Given the increasing number of candidates in Examination centres, Centres are reminded to ensure that this process is conducted in adherence to the Examination Notes Booklet (see page 3 # 4). It is of great importance that Teachers/Examiners within a Centre have a common standard when allocating, to avoid discrepancies during the External Moderation.

- **Theme selection for the General Conversation** - Teachers/Examiners are provided with three (3) themes which are expected to be asked among candidates. All candidates are expected to answer **two (2) themes**. The moderation process revealed irregularities where teachers/examiners intentionally choose themes not provided on the 2019 Examiner's Notes booklet. This practice should desist as; candidates **are moderated** using the provided themes in 2019. Furthermore, this is a disservice to candidates as they are penalised at moderation not on their abilities but on the failure of their Teacher's/Examiner's to follow examination procedures. Teachers/Examiners are reminded that **all themes** are to be used within an Examination Centre and that Teacher's/Examiner's **cannot** decide to ask only one theme. The questions per theme are asked in a chronological manner as described on the Examiner's Notes Booklet.
- **Failure to adhere to procedure on conducting the oral** – There is an increase in Teachers/Examiners failing to follow the procedure on how to conduct this examination. In 2019, some recorded samples were a challenge to moderators, as they were unable to identify the recorded candidates. Teachers/Examiners had failed to give the candidate name and number (See Examiner's Notes page 4 #8B and page 6 #14). Examination centres are reminded that this is important, as moderators must also identify candidates from the recorded samples provided.

Teachers/Examiners are not expected to ask their own questions for the warm-up section. There is specified information required, as indicated within the brackets (See Examiner's Notes page 4) on the warm-up section. In addition, transition between sections should be indicated on the recording. This information is provided on the (See Examiner's Notes page 4)

Lastly, it is of great importance that Teachers/Examiners familiarize themselves with the procedures and guidelines from the Examiner's Notes Booklet. The three (3) days are given to Teachers/Examiners to review the Examiner's Notes and ensure a smooth examination takes place. The three (3) days should not be misused by Teachers/Examiners to disseminate information to candidates on the content that will be asked, nor is it time to drill candidates on the questions to be asked. At all times, Teachers/Examiners are expected to be professional and treat this assessment, as an external Examination.

- **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. Candidates then prepare the reading within a specified time (See page 4, #8 D of Examiner's Notes). It is expected that all the passages will be used within a Centre, as passages align to different reading abilities.

GENERAL COMMENTS

The Marking Criteria for Reading A (See page 8 of Examiner's Notes) is to be used by Teachers/Examiners to assess the reading activity. It is important that Teachers/Examiners award marks using this criterion, in order for the assessment to remain objective. The phrasing and pacing aspects should align to the fluency and pronunciation aspect.

- **Passage A**

Candidates encountered difficulties in reading the following words; **vient, aînée, femme, tout, ménagères, chambres, rangent, puis, dur** and **eux**.

- **Passage B**

Candidates who were selected to read passage B, found these words to be difficult; **passionné, nature, environnement, parce qu'il, qui, couleurs, fleurs, mois, fruitiers, arbres, arroser, puis, fruits, mûrs** and **employés**.

- **Passage C**

Candidates found the following words to be challenging in this passage; **centre, gens, ambiance, situation, raison** and **gagne**.

- **PART 2 :PICTURE DESCRIPTION**

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 B is to be used by Teachers/Examiners to assess the picture description activity. It is imperative that Teachers/Examiners 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. In other words, the picture description is not a mere listing of items in isolation. Candidates' descriptions must be cohesive.

GENERAL COMMENTS

An unusual phenomenon arose in 2019, wherein candidates within some Examination centres describe pictures in a similar manner. This is not supposed to occur as candidates **ONLY** see pictures on the day of the examination and during the specified time for preparation. Candidates should not seem to have had prior preparation time for picture description other than during the examination.

Image 1 was the preferred picture for most Centres whilst **Image 2 and 3** were attempted at a satisfactory level. To make an appropriate picture description all candidates had to possess a variety of vocabulary and expressed in a grammatically correct sentences.

It must be noted that a large number of candidates were unable to use rich vocabulary because of the persistent use of «je vois» at the beginning of each sentence. For some reason, it seems candidates had to use «je vois» for each sentence, and then they were unable to use relative pronouns to develop other ideas. In addition, candidates had difficulty using these verbs «**faire de or jouer à**» with sporting activities in image 1, weak use of the verbs «**s’habiller /porter**» with correct colour adjectives for the clothes being described.

• PART 3: GENERAL CONVERSATION

This is an **unprepared/unseen** section of the oral examination. Teachers/Examiners are reminded that candidates are **NOT** expected to answer questions as if they have had prior preparation. Only **Two (2) themes** are selected for this section by the Teacher/Examiner and themes are selected using the **current Examiner’s Notes Booklet of 2019**. Lastly, Marks are awarded using the Marking Criteria C (See page 10 of Examiner’s Notes) and there should not be a discrepancy between the candidates’ responses and the Marks awarded.

GENERAL COMMENTS

This year, the external moderation process experienced an **increasing number of Teachers/Examiners using themes from previous years**. Some either used one theme from the 2019 Booklet and another from a different year. Others used two themes from previous years and not those in 2019. **This practice should be immediately stopped, as candidates are penalised for such actions. This is unfair on the candidates, as the penalty incurred is not because of their lack of understanding but rather a deliberate attempt by the Teachers/Examiners to flout examination procedure.**