

EXAMINATIONS COUNCIL OF ESWATINI

EPC

EXAMINATION REPORT

FOR

FRENCH (434)

YEAR

2022

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In 2022, a total of **2390** candidates sat for the Eswatini Primary Certificate (EPC) French Examination. This reflected an increase of **521** candidates compared to the number of candidates in **2021** and it is worth noting that French was written in all regions. The distribution of candidates who sat for the examination per region in 2022 is as follows; **934** candidates from Hhohho, **522** from Lubombo, **901** from Manzini and **33** from Shiselweni. An analysis of candidate numbers per region showed that three out of the four regions reflected an increase in candidate numbers. These are Hhohho, Lubombo and Manzini whilst Shiselweni reflected a decrease. In **2022**, the total number of Examination centres also increased to **52** from a total of **47** in 2021. Examination centres in the Hhohho region increased from **12** in 2021 to **15** in 2022 whilst centres in the Lubombo region were unchanged from the previous year's number of **11**. Examination centres in Manzini and Shiselweni increased by one; Manzini had **23** and Shiselweni had **3**.

The 2021 French examination comprised of three components; **PAPER 1 (434/01)** and **PAPER 2 (434/02)** which are written papers, whereas **PAPER 3 (434/03)** is an oral examination which is 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. Furthermore, Examination centres must ensure that candidates refrain from correcting their answers once they have written them. Finally, Examination centres are reminded to ascertain that candidates adhere to the instructions on the cover page. They must comply with examination requirements e.g. writing answers in pen and not in pencil, as well as, not drawing and colouring texts.

Paper 434/01

LISTENING & READING COMPREHENSIONS

This Paper 1 is divided into **two (2) sections** marked out of a total of **25 marks**.

GENERAL COMMENTS

It was pleasing to note that the majority of candidates attempted to answer all questions in Section 1, particularly as this was a newly introduced question in the 2021-2023 Examination syllabus. However, there are key words such as *'encercle'* that must be reinforced during teaching which will 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 manner in which they answer questions.

In Section 2, it was observed that candidates still find it challenging to write their answers in complete sentences when required to do so. In addition, it was noted that candidates were unable to identify key question words. As such, Examination centres are reminded that varying the types of questions (from lower order to higher order questions) during teaching and learning will enhance candidates' abilities to transfer this skill during external examinations.

SECTION 1 LISTENING COMPREHENSION **15 marks**

This section is based on listening to three (3) questions guided by an 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.

Exercice 2 **Le pique-nique de la famille Motsa**

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 proved to be challenging for weaker 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.

The expected answers were the following:

2.1 ii. au parc	2.2 i. un chien	2.3 iii. une assiette
2.4 ii. jouer	2.5 i. fruits	

Exercice 3 **Une invitation**

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

Question 3.1 was well attempted by most candidates and question 3.2 was fairly well attempted too. However, questions 3.3, 3.4 and 3.5 were challenging for weaker candidates.

- 3.1 samedi 3.2 regarder un match
 3.3 Kwaluseni 3.4 faux 3.5 trois

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 which were awarded 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 proved to be challenging for a number of candidates. This was mainly due to the fact that both parts of the question had to be correct. Often, there was confusion on linking the justification to the first part.

Question 1.4 This question was a challenge to a large number of candidates.

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

The expected answers were:

- 1.1 C'est l'école primaire de Mpaka. / L'école s'appelle Mpaka.
- 1.2 Les apprenants avec les enseignants vont au réserve de Mlilwane./ Ils vont au réserve de Mlilwane.
- 1.3 Il y a soixante apprenants qui participent dans ce voyage.

vrai

Justification : Pour ce voyage scolaire, il y a soixante apprenants de deux classes.



1.4 Ce voyage se fait en ii.



1.5 i

Exercice 2

The questions were generally well attempted. A major concern is that candidates are still struggling to identify key words from the questions. As such, candidates are still unable to select specific information required by the question, as shown in their responses to questions **2.1**, **2.4**. Furthermore, candidates must be discouraged from writing one-word answers and this was the case for question **2.3 i.** and **ii.** A number of candidates were unable to answer question **2.2** correctly because it was a higher order question. More practice on questions of this manner should be done the during teaching and learning phase.

These were the expected answers:

- 2.1 La capitale administrative du Royaume d'Eswatini est Mbabane. / C'est Mbabane. / Elle s'appelle Mbabane.
- 2.2 Il y a beaucoup de fonctionnaires parce qu'il y a les bureaux principaux du gouvernement.
- 2.3 i. Il y a la station de radio.
ii. Il y a deux stations de télévision.
- 2.4 Il y a deux journaux principaux.

Paper 640/02

This Paper is divided into **four (4) sections** marked out of a total of **25 marks**.

SECTION 1 INFORMATION TRANSFER

The question in this section was marked out of 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 to fill the form with the specific information. This could be due to the fact that this is a new component in the 2021-2023 Examination 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. Candidates who failed to answer correctly Question 1.3 were those who did not write the date correctly. Questions 1.4 and 1.5 were generally well answered.

These were the expected answers:

- 1.1 **Prénom :** Boniswa
1.2 **Nom :** Nhleko
1.3 **Anniversaire :** le 5 juillet
1.4 **Ville :** Mhlambanyatsi
1.5 **Sport :** Tennis

SECTION 2 MULTIPLE CHOICE

The question in this section was marked out of five (5) marks and it was generally well answered. There was no remarkable change in the manner in which candidates responded to this question. This can be attributed to the fact that a similar question format existed in the previous Examination syllabus.

These were the correct answers:

- 2.1 c 2.2 b 2.3 d 2.4 c 2.5 a

SECTION 3 COMPOSITION-COMPREHENSION

The question in this section was marked out of five (5) Marks. This question is still a challenge to a large number of candidates due to the weak mastery of grammatical rules in the given context. Candidates inappropriately place verbs, nouns and adjectives within the text and they do not seem to check their answers. Additional practice during teaching and learning time on short texts similar to those used in this section should lead to an improved performance.

The expected answers were:

3.1 petite 3.2 ans 3.3 aime 3.4 pleut 3.5 poupée

SECTION 4 CONTINUOUS WRITING

This question is one of the new components in the Examination. It is marked out of a total of ten (10) marks. The pictures and words provided were to be used as stimuli in responding to the question. This section was challenging for most candidates and it is hoped that the challenges indicated below will be addressed during teaching and learning time. It is vital that candidates are well-prepared for future external examinations where they will be expected to write similar texts.

- **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 should be noted that content beyond the specified limit was no longer considered during the marking process. Furthermore, a text which adhered to the required number of words but was not responding to the question 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 un(e) ami(e) au cinéma**». Within the text, information about the venue, date and time should be mentioned as it is indicated in the stimuli. In addition, some of the activities engaged in during such an event should 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 other activities which had no link to the venue and tend to described other elements such as the dress code for the day, taking photographs which were out of the specified context. Candidates must be encouraged to only use information that enhances their writing and be sensitized to the limited number of words required. There are still some candidates who opted to randomly select words from previous sections on the examination paper (Section 1 and Section 3) and wrote incoherent words unrelated to the task. The use of English is still prevalent in the completion of sentences. It is in this section that colouring pencils were used and examiners must be vigilant in ensuring that examination instructions are respected.

- **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 and places.
- The **introductory sentence** which was meant to indicate the purpose of the text was a challenge to 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 t'invite au cinéma...*, / *Je voudrais t'inviter au cinéma...*, / *J'écris ce message pour t'inviter au cinéma ...etc*). This was also to be accompanied by the norms expected in the greeting (par exemple: *Cher/ Chère + prénom/ Salut mon ami(e) etc*) and in the closing of such text (*par exemple À + (jour)/ Amitiés, À bientôt / J'espère te voir + prénom 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: le type de film, l'argent pour acheter les tickets, la boisson 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 (*cinema, drinks, money etc.*) There was a slight improvement from 2021 concerning the writing of accents.
- The use of **grammar** was generally poor. The text was to be written using the (*le futur proche ou le futur*) because the event was yet to take place. This was a challenge and very few candidates were able to write coherent sentences adhering to simple sentence construction rules (*sujet verbe objet*) in their writing.

Paper 640/03

ORAL ASSESSMENTS

This school-based oral communication examination is marked out of **50 marks**. The marks are allocated based on three parts; **2 Guided Interviews** each allocated ten (10) marks, thus totalling twenty (20) marks, **2 Reading texts** each marked out of ten (10) marks, totalling twenty (20) marks and **Question and Answer** marked out of ten (10) marks.

This school-based assessment for 2022 was conducted at the end of October 2022 by French teachers / examiners, as scheduled on the Examination timetable. Examination centres received the relevant documentation from Examination Council of Eswatini (ECESWA). The Documentation includes the Examiner's Notes booklet which provides guidance to the teacher/examiner on all aspects of the oral tests. This includes information on how the overall test is expected to be conducted, how recordings should be conducted and how to check on the quality of audio recordings. Included also on the Notes is the Summary Form which shows the teacher/examiner how to record the marks using the Marking criteria. Finally, a checklist is availed to assist the teacher/examiner to ascertain that the required documents are submitted, as specified. The other package which is for the candidate contains reading texts, Question and Answer cards and the CDs which are to be used for recording the assessment.

To ensure that teachers/examiners are prepared for this examination ECESWA gave them **a week** before conducting the tests to familiarize themselves with the content of the tests. This includes understanding the procedures to follow, verifying the conditions of the equipment and all these activities were to facilitate that a smooth examination to takes place. Nonetheless, teachers/examiners were expected to safeguard that confidential information did not directly or indirectly reach candidates during this time.

GENERAL COMMENTS

In 2022, the Oral Communication Examination (434/03) was conducted in a satisfactory by a majority of teachers/examiners. Examination centres must be commended for ensuring that the quality of the examination is consistently high. Nevertheless, there are still a few Examination Centres which were requested to submit backup CDs. Teachers/examiners are required to be attentive and vigilant by checking all recordings to ensure that CDs with no or partial recordings are not submitted.

- **Summary Form**

- Moderators are still making substantial amendments on summary forms due to erroneous calculations made by teachers / examiners. Teachers/ examiners are reminded that they are expected to check marks before submitting the form.
- The Marking Criteria should be carefully read in order for teachers / examiners to use it correctly. This will assist them to award marks appropriately and objectively and avoid awarding marks such as 0 for the Communicative Language Competence, which has 1 as the lowest mark possible.

- **Group Briefing and Warm-up**

- Overall, the majority of teachers/examiners followed the procedures indicated on page 4 on how to conduct the tests. There were a few teachers/examiners who did not conduct a group briefing. This was problematic, as they then had to address candidates individually, and this briefing tended not to be structured. In addition, few teachers/examiners also omitted the warm-up or conducted it haphazardly.
- Teachers/examiners are reminded that even though these aspects are not allocated marks, they still should be indicated in their recording. The warm-up is guided, so the examiner/ teacher can ask **only** the specific questions, as indicated on the Examiner's Notes.

- **Theme selection for the Guided Interview**
 - The majority of teachers/examiners adhered to the instructions by asking candidates **two** themes. They must be commended for their actions.
- **Non-adherence to recording procedure**
 - There are still a substantial number of centres which are recording single track recordings which includes all candidates. Instructions for the recording of candidates are provided in the Examination Notes Booklet page 5-6 #14. Clear labelling facilitates the moderation process which can then be laborious and time consuming.
 - Only three (3) questions were expected to be asked for the warm-up section. Furthermore, the questions asked required information on: name, age, nationality (See page 4 # 8(D). Teachers/Examiners are restricted to the three (3) on the Examiner's Notes.
 - At each stage where transitions occur between sections, teachers/examiners are expected to indicate them on the recording (See page 4 (F, H, J on the Examiner's Notes.)
 - The Examiner's Notes (See page 7 # 15 – 16) provide general advice to the teacher/ examiner on the expected conduct of good examiner. Teachers/examiners are advised to read and practice this conduct even during teaching/learning activities so that this standard can be the norm. It was noted that a substantial number of teachers/examiners were ill-prepared, as reflected in the impatience when asking questions, and inability to rephrase questions where it was required. It is important to ensure that candidates are at ease during the conduct of the examination and for teachers/ examiners to be professional.

PART 1: GUIDED INTERVIEWS

GENERAL COMMENTS

This component is unseen to candidates and therefore an unprepared component of the Examination, which is not the case for 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.

With regards to rephrasing questions, teachers/ examiners are not expected to rephrase when candidates answer questions correctly. Rephrasing should occur where candidates are not able to respond to a question. Lastly, teachers/examiners are expected to ask all **ten (10) questions** in the specified order.

- **Thème A Toi –même**

This theme was fairly well answered by most candidates. However, candidates were responding by giving one word answers which should be discouraged.

It was noted that a large number of candidates were unable to distinguish between «physiquement» and «personnalité» thus answers for questions a. and b. were unclear.

Question c was generally well answered however, correct grammar structures when constructing sentences are 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 confounded on what was actually worn. Question e proved to be a challenge as candidates had to justify their reasons and their inability to respond to higher order questions was reflected.

- **Thème B À l'école**

In general, this question was well answered except by weaker 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 givens in b and showed that some candidates did not fully understand the theme.

PART 2: READING TEXTS

GENERAL COMMENTS

This component is prepared for by candidates, however the questions asked are unseen. Reading aloud is a skill previously examined in the previous Examination syllabus. The current syllabus has included comprehension questions asked and shorter texts. In general, this was well prepared for and there were no discrepancies noted.

As far as teachers'/examiners' conduct is concerned, where candidates have not answered questions correctly no marks should be awarded (see Marking Criteria page 11-12). In both texts (**Lecture A** and **Lecture B**), of Question 3 posed difficulty for some candidates.

With regards to the reading of texts, frequent practice of reading aloud should be encouraged during teaching and learning. 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: *africain, succès, Afrique, clients*). *There is a need to help learners to pronounce words which at this level are expected to be well assimilated* (par exemple: *un, vacances, petit, achètent*).

PART 3: QUESTION AND ANSWER

GENERAL COMMENTS

This section of the oral examination forms part of the new Examination syllabus. Generally, this 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 respond to the questions asked and be brief. 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 giving candidates the opportunity to ask them questions. This influences the way candidates will pronounce the words. Furthermore, some teachers/examiners were answering questions then re-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 incorrect 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.

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 questions types that used « *Qu'est-ce que...* » and « *Quel/ Quelle...* ». The inability to construct complete sentences using the correct sentence

structure (*sujet verbe objet*), poor adherence to French grammatical norms of gender and gender agreements and correct verb agreements were noted. More emphasis must be placed on this aspect during teaching and learning time, as it was also noted in the written part of this examination (Section 4 of Paper 2). Language skills are transferable so teachers/examiners are encouraged to promote good language learning practices.