



EXAMINATIONS COUNCIL OF ESWATINI
Eswatini Primary Certificate Education

French (434)
Examination Report for 2023

Table of Contents

Subject	Component	Page No:
French	P1	03-07
French	P2	08-10
French	P3	11-15

FRENCH

The total number of candidates who sat the Eswatini Primary Certificate (EPC) French Examination in 2023 were **2378**. This was a slight decrease from the total number of candidates in **2022** which were **2390**. Nevertheless, French was written in all four regions of the country.

The distribution of candidates who sat the examination per region in 2023 is as follows; **967** candidates from Hhohho, **469** from Lubombo, **841** from Manzini and **101** from Shiselweni. An analysis of candidate numbers per region, showed that two out of the four regions reflected an increase in candidate numbers. These are Hhohho, and Shiselweni whilst Lubombo and Manzini decreased slightly. However, there was an increase in the total number of Examination centres which had candidates registered for French in 2023. In **2022**, there were **52** registered centres which increased to **55** in **2023**. The number of registered examination centres in 2023 were as follows; **16** in the Hhohho region, **12** in the Lubombo region, **23** in the Manzini region and **4** in the Shiselweni one. There was an increase of 1 centre in these 3 regions; Hhohho, Lubombo and Shiselweni compared to the 2022 figures.

The French EPC examination is composed of three components. There are 2 written papers; **PAPER 1 (434/01)** and **PAPER 2 (434/02)** and a school-based assessment oral examination **PAPER 3 (434/03)**.

Regarding **PAPER 1 (434/01)** and **PAPER 2 (434/02)**, Examination centres must be applauded for ensuring that candidates scripts were neatly presented, and answers were written in a legible manner. There was a negligible number of incorrectly filled details on the cover page and that only pertained to candidates' examination numbers. As such, examination centres are still requested to encourage candidates to ascertain that all information on the cover page is accurate. Lastly, centres must ensure that candidates observe the instructions on the cover page e.g. the use of colour pencils which was noted in Section 4 of Paper 2. Was this a wrong act or is this what they should have done but didn't do?

LISTENING & READING COMPREHENSIONS

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

GENERAL COMMENTS

In general, candidates attempted to answer all questions on both sections of this paper. However, there is still a need to emphasise that candidates adhere to instructions. For example, Exercice 2 in Section 1, was not answered correctly. Candidates were required to **only** circle the correct responses and not to write on the dotted lines. So, the keyword «**encercle**» must be reinforced during teaching and learning, followed by the appropriate corrective measures.

For Section 2, there was slight improvement on the manner which candidates answered questions using complete sentences where required. It is recommended that during teaching and learning importance be placed on how questions are answered. Candidates should be able to answer questions in varying forms based on type of questions asked. More practice on questions that require a justification should be done during teaching and learning.

The above recommendations should be applied during the teaching and learning as the skills are transferable. This will assist candidates and improve the way they answer questions during the final examination and further improve their performance in French.

SECTION 1 LISTENING COMPREHENSION

15 Points

This section is based on listening to three (3) questions guided by 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 associate each picture with the correct message.

The correct answers were:

- (a) Message nombre 4
- (b) Message nombre 3
- (c) Message nombre 5
- (d) Message nombre 1
- (e) Message nombre 2

This question was generally well attempted by most candidates. The majority of candidates who incorrectly answered it were those who identified the answer for (c) as Message nombre 2 and (e) as Message nombre 5.

Exercice 2 Les tâches ménagères

Candidates were required to listen to a recording and observe the picture in order to answer questions.

The correct answers were:

- 2.1 ii. la cuisine 2.2 iii. font 2.3 i. de l'
2.4 ii. lave 2.5 iii. les assiettes

Questions 2.1 and 2.5 were well attempted by most candidates. However, questions 2.2, 2.3 and 2.4 were a challenge for candidates. This indicates that more practice is required during teaching and learning time on the use of vocabulary and verbs for the theme of household chores.

In addition, it was observed that there were still a substantial number of candidates who did not follow the instruction when answering questions '*Écoute et encercle la bonne réponse*'. These candidates resorted to writing their answers on the dotted lines. Other candidates did that and still circled their responses. Of note, is that in providing two answers, some of which were contradictory, resulted in candidates losing marks.

Exercice 3 Les activités de samedi après-midi

Candidates listened to a dialogue and were expected to tick the correct answers from those provided.

The correct answers were:

- 3.1 samedi 3.2 au club
3.3 ses camarades de classe 3.4 les jeunes
3.5 des jeux-vidéos

Questions 3.1 and 3.3 were well attempted by most candidates. Question 3.2, 3.4 and 3.5 were a challenge for a substantial number of candidates. This is an indication that more practice is required to listen to such audio formats. This will enable candidates to be able to discriminate on the specific information and not just respond to random information heard from the recording.

SECTION 2 READING COMPREHENSION

10 Points

This section comprised of two (2) reading comprehension texts. Candidates were expected to answer five (5) questions, marked out of five (5) Marks from each text.

Exercice 1 La famille Dubois

The answers were:

1.1 C'est la famille Dubois. / La famille s'appelle Dubois. / Le nom de la famille est Dubois.

1.2 La famille est de la nationalité française. / Elle est française.

1.3 Il y a soixante apprenants qui participent dans ce voyage.

faux

Justification : Elle se dépêche parce qu'elle doit prendre un autre vol dans une heure pour aller à l'aéroport international KM 111, à Sikhuphe.

1.4 ii.



1.5 i



1.1 was generally well answered by most candidates. 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.

1.2 was generally well answered by most candidates.

1.3 was fairly well answered. Candidates who were unable to answer it correctly were those who were unable to justify their answer. This indicates that there is a need to practice answering similar types of questions, beyond giving true or false responses during teaching and learning.

1.4 was incorrectly answered by a substantial number of candidates. This was possibly due to not understanding the word «tante».

1.5 was answered fairly well.

Exercice 2

Le nouvel apprenant

Generally, the questions in this exercise were answered well. It was observed however, that candidates experienced difficulty in converting the possessive pronouns «*ma, ses*» in their responses, as they directly used those from the text. This meant that they responded in the first person. Questions 2.4 and 2.5 were a challenge to a substantial number of candidates because specific information was not addressed. In 2.4, for instance, professions for both parents were provided in the answer and in 2.5 the number of learners was given. Both instances indicate that more work must be done during the teaching and learning phase to identify key words in questions. Candidates should provide clear answers and not hope that markers will select the answer for them.

The expected answers were:

- 2.1 Le nouvel apprenant s'appelle Mbukiso Vilane. / Il s'appelle Mbukiso Vilane.
- 2.2 Sa nouvelle école se trouve dans la région de Lubombo. / Elle se trouve dans la région de Lubombo.
- 2.3 Il a changé d'école parce que ses parents travaillent à Tshaneni. / Mbukiso a changé d'école parce que ses parents travaillent à Tshaneni. / Ses parents travaillent maintenant à Tshaneni.
- 2.4 Sa mère est dentiste. / La profession de sa mère est dentiste.
- 2.5 Il aime sa nouvelle école parce que c'est facile à faire des amis.

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 placed verbs, nouns and adjectives within the text and they did not seem to check their answers. Additional practice on short texts similar to those used in this section should lead to an improved performance.

The expected answers were:

3.1 matin 3.2 école 3.3 heures 3.4 mon 3.5 cours

SECTION 4 CONTINUOUS WRITING

This question is marked out of a total of ten (10) marks. Pictures and texts are provided as stimuli to respond to it. This section is still a challenge for most candidates. There were still some candidates who randomly selected words from previous sections on the examination paper (Section 1 and Section 3) and wrote incoherent words unrelated to the task. Others rewrote the text from the stimuli in continuous form. Some resorted to writing in English due to their limited vocabulary. It is noted that colouring pencils were used, and examiners must be vigilant in ensuring that examination instructions are respected. Also, candidates spent time on colouring, yet no marks are awarded for this aspect. It is hoped that the recommendations made will address some of the concerns so that future candidates will be well-prepared to write good 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**). There are two issues regarding the text: the length of its content. Candidates should respect the specified limit because content beyond that was not considered. considered during the marking process.
- **The type of text:** The presentation of the text is guided by the question. As a correct response to this question, candidates were expected to write « **une invitation** » as a type of text.
- **The objective:** The expected information was centred around an invitation of a friend to the writer's sports competition « **un message de 35 à 40 mots pour inviter un(e) ami(e) au au concours de sports** ». It is expected that the text will provide information on the venue, date, time as well as some of the activities that will take place as provided in the stimuli.
Some of the errors noted were that candidates disregarded the stimuli and chose to write about what they wanted, e.g. inviting a friend to a party or to play games. It was also noted that some completely ignored the text. Furthermore, candidates must be reminded to only use information that enriches their writing and avoid unnecessary repetitions due to the limited number of words.
- **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 what the text was about, was a challenge to most candidates. This sentence was meant to show who was writing the text and to whom the text was addressed. The following introductory structures were expected (par exemple *Je t'invite à mon école pour regarder ... / Viens regarder le concours de sports avec moi ce samedi... Je t'invite au concours de sports..., 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 + Prénom)/ À bientôt / + prénom etc.*)
- The **language** used in the text had to be linked to the proposed sports activities shown. Candidates were expected to use the following vocabulary (par exemple: *le rugby, le volleyball, l'athlétisme, un match de..., jouer à, la course, crier, s'amuser, regarder etc.*)
- With regards to **spelling**, there continues to be some improvement in the manner in which accents are written.
- The use of **grammar** was fair. However, there is still a need for grammatical rules to be followed when constructing meaningful sentences even if they are in their simplest form. 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.

ORAL ASSESSMENTS

This paper is marked out of **50 marks**, and it is conducted as school-based oral communication examination. The examination has three parts which are allocated marks as follows; **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 2023 was conducted at the end of October 2023 by French teachers/examiners, as scheduled on the examination timetable. All examination centres received documentation from the Examination Council of Eswatini (ECESWA). The documentation included the Examiner's Notes booklet which provides information to the teacher/examiner on all aspects of the oral tests. This included information on how the overall test was expected to be conducted, how recordings had to be conducted, guidance on checking the quality of the audio recordings and the conduct of the teacher/examiner. The booklet contained a Summary Form with instructions for the teacher/examiner on how to record the marks using the Marking Criteria. Finally, there was a checklist to assist teachers/examiners in submitting the specified documents. Another package for the candidates was also delivered and contained reading texts, Question and Answer cards and the CDs for the recordings.

Teachers/examiners were given **a day** before conducting the tests to familiarise themselves with the content of the tests. This was to ensure that they understood the procedures to be followed, verified the conditions of the recording equipment and put in place all the necessary arrangements required for a smooth conduct of the oral examinations. Moreover, teachers/examiners were expected to safeguard that confidential information did not directly or indirectly reach candidates during this time.

GENERAL COMMENTS

In 2023, the Oral Communication Examination (434/03) was conducted in a satisfactory manner by a majority of teachers/examiners. As such, examination centres must be commended for maintaining high standards in the conduct of this examination. However, there are still a few examination centres which were requested to submit backup CDs. Teachers/examiners are required to be attentive and check recordings to ensure that CDs with no or partial recordings are not submitted. Lastly, the order of the oral sections should be respected and not changed. All recordings should be aligned to the structure provided on page 4 of the Examiner's Notes.

- **Marksheets**

- Teachers/examiners are reminded to fill these in pencil and to record scores out of 50 and not convert them to percentages.

- **Summary Form**

- Moderators are still required to make amendments on summary forms due to calculation and recording errors on summary forms. Teachers/ examiners are reminded that they are expected to carefully check their calculations before submitting the form. Furthermore, teachers/ examiners are expected to allocate marks informed by the Marking Criteria. It is not expected that marks will be more than the total mark on the Marking Criteria.

- **The Marking Criteria**

- Teachers/examiners should familiarise themselves with the marks so that they award correct marks. For instance, the lowest mark under the bands is 1 and not 0.

- **Group Briefing and Warm-up**

- In general, this part was well-conducted by Teachers/examiners. However, there were a few centres which did not conduct a group briefing. This must be avoided as the warm-up tends to be disorganised and the questions asked exceed the required ones. Some omitted the warm-up altogether. The purpose of the warm-up is to ease candidates and is not for marks. So, it is important to adhere to the provided guidance. Only three (3) questions were expected to be asked in the warm-up section (See page 4 Section 8(D)).

- **Theme selection for the Guided Interviews**

- Most teachers/examiners adhered to the instructions by asking candidates **two** themes and they must be commended for their actions. However, there were some exceptions where only one theme was asked and yet they were allocated marks out of 20. Teachers/examiners must note that this places candidates at a disadvantage because the 20 marks is for 2 themes.
- In addition, when conducting the examination, teachers/examiners are expected to ask the question **once** and give the candidate time to respond.
 - There is no need to pressurise the candidate to respond immediately after the question is asked. Constant questioning also prevents the candidate from thinking about the response.
 - Reformulation should **only** occur after the candidate has not tried to answer the question. Furthermore, **no repetition or reformulation** of the question is required when the candidate has answered incorrectly.

- **Non-adherence to recording procedure**

- A few centres are still recording single track recordings for all candidates. This slows down the moderation process and makes it laborious. Teachers/examiners must follow the given instructions on page 5 Section 14 on the recording of candidates in the Examination Notes Booklet.

- At each stage of the recording where transitions occur teachers/ examiners were expected to indicate them (See page 4 F, H, J) in the Examiner’s Notes.
- The Examiner’s Notes (See page 7 Section 15-6) provide general advice to the teacher/examiner on the expected conduct of good examiner. Teachers/examiners are encouraged to read this information and practice this procedure even during teaching/learning activities so that this is a maintained standard. Teachers/examiners are expected to maintain professional standards by preparing so that when the recordings begin, they are conducted as they should be. It is important to ensure that candidates are at ease during the conduct of the examination and that teachers/examiners exhibit positive reinforcement such as patience. The examination seeks to assess the candidates and not teachers/examiners and this should be remembered at all times.

PART 1: GUIDED INTERVIEWS

GENERAL COMMENTS

Candidates do not prepare for this component, so it is expected that their responses differ within a centre. Furthermore, responses should not seem to have been prepared prior to the examination. Where candidates were struggling to answer questions, teachers/examiners were not expected to ask repetitive questions so that candidates eventually state the correct answers. Unfortunately, this was observed in a number of instances. In addition, the marks awarded should be based on the Marking Criteria (page 8, of the Examiner’s Notes). Rephrasing was expected to occur where candidates were not able to respond to a question. Lastly, teachers/examiners were expected to ask all **ten (10) questions** in the specified order (see page 4 G)

- **Thème A Les vacances**

This theme was well answered by most candidates. There were instances where candidates clearly did not understand the word «*vacances*», which was key to answering the rest of the questions. It was noted that (c) was answered in a manner that did not reflect activities one does during a vacation. Furthermore, some questions were responded to in one-word answers. Candidates should be taught that this assessment aims to assess their speaking skills, therefore, it is important for them to express themselves orally. It was noted that (e) which required explanation or justification for (d) is still not well handled by candidates.

- **Thème B La routine du matin**

This theme was well attempted by most candidates. Some candidates struggled with (b), (d) and (e). This indicated that this theme needs to be better reviewed during the teaching and learning process in future.

Concerning the manner in which responses were constructed in both themes, there is a need to improve on sentence structure construction. The use of appropriate pronouns, verbs and tenses as candidates expressed themselves was weak as some

Marking Criteria on page 12) and not the teachers/examiners' responses. Where candidates were unable to ask a question, that should have reflected on the overall marks awarded.

It is recommended that importance be given during teaching and learning on this skill of asking questions. Most candidates were asking similar types of questions irrespective of the word selected. Errors such as *Quelle est votre personnalité ? / Quel âge a parents? / Quel livre... ? / quel anniversaire... ?* were prevalent. The use of incorrect questions words, poor subject verb agreements, failure to distinguish between plural forms of words such as *enfants, parents* indicated that the need to review practices in teaching and learning when addressing this part of the examination.

It must be highlighted that all aspects of the oral assessment should be conducted regularly during the teaching and learning process so that there are no inconsistencies during examination situations.