

**EXAMINATIONS COUNCIL OF  
ESWATINI**

**JC**

**EXAMINATION REPORT**

**FOR**

**FRENCH**

**YEAR**

**2021**

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## JC EXAMINATION REPORT

### General Comments

The examination comprised three papers namely Paper 1: Listening and Reading Comprehensions, Paper 2: Writing and Paper 3: Speaking. The candidates' performance in this examination was above average. Teachers are commended for ensuring that learners were prepared for the examination despite the continued COVID-19 disruptions in the teaching and learning process. It was observed the candidature decreased in centres which have been known to offer French. For instance, centres that used to have many candidates registered for the French examination either had no candidates or had fewer registered candidates for this year. It was also observed that quite a number of candidates missed some components. Centres are reminded to advise candidates not to miss components as this may have a negative effect on their performance. A majority of centres (more than 80%) did not provide requisite information on their ECESWA-provided CDs. Centres are reminded to label their CDs with the Centre Number and Centre Name using a soft marker. Centres are applauded for ensuring that back-ups are well kept and dispatched.

## JC French

<b>Paper 202/01</b>
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### General Comments

This part of the examination comprised two aspects: **Listening** and **Reading**. To a large extent, candidates did well on the reading compared to the listening aspect. Teachers are encouraged to give the listening aspect equal attention.

### SECTION 1: LISTENING COMPREHENSIONS [25 MARKS]

Candidates' performance on the Listening Comprehensions was average, only a few centres performed above average.

Examples of the information sought in the basic questions (*italics contain expected answers*):

#### Exercice 1 Se Présenter (Introducing and talking about oneself) sought:

1. (i) Les noms (names) *Vusi Hlophe and Thabo Masuku*  
 (ii) Les métiers (professions) *Vusi Hlophe*
2. (i) Les chiffres (numbers) *Deux*  
 (ii) Les nationalités (nationalities) *Américain*

#### Exercice 2 Ma maison (House and its contents) sought:

1. (i) Lieux de domicile (places for residents) *En ville*  
 (ii) Les chiffres (numbers) *Trois*
2. (i) Pièces de la maison (rooms of the house) *b) Les chambres*  
 (ii) Où se localisent des objets (where objects are located) *Dans l'étagère*
3. (i) Adjectifs (adjectives) *C'est petite/agréable*  
 (ii) Les aliments (food items) *Des(quelques) légumes*

#### Exercice 3 Au restaurant (Eating out) sought:

1. (i) Les chiffres (Numbers) *Quatre*  
 (ii) Usage de prépositions (Use of prepositions) *à côté de la fenêtre*
2. (i) La nourriture (Food) *du steak et des frites*  
 (ii) Les boissons (Drinks) *du jus d'oranges*
3. (i) Adjectifs (Adjectives) *C'est bon/délicieux*  
 (ii) Aspects de la socio-linguistique (Socio-linguistic aspects when ordering food) *l'addition*

#### Exercice 4 A la gare (At the train station) sought:

1. (i) Les villes (towns) *A Paris*
2. (ii) Usage de la négation (Use of the negative) *(Ne personne)*

3. (i) Les billets (Tickets) *Aller-retour*
- (ii) Les espaces d'un train (train compartments) *Non. Elle a horreur du tabac*
- (iii) Les heures de départ (departure times) *(à) dix heures quarante-cinq*

**SECTION 1: READING COMPREHENSIONS [25 MARKS]**

The majority of candidates performed above average in this section. However, there were still below average performances in this section. These can be attributable to lack of reading comprehension skills as candidates simply lifted the text which was irrelevant (especially, in Exercice 4- Reading a text and filling a form and, to a small extent, also in Exercice 3- Answering questions to a text on pamphlets or brochures). Teachers are encouraged to expose learners to adequate reading activities.

The table below details competencies which candidates struggled with and the suggested intervention(s):

Exercice	Challenge(s)	Suggested action(s) to address the challenge(s)
<b>Exercice 1</b> <b>Letter-writing</b>	General comprehension	Exposure to reading texts
<b>Exercice 2</b> <b>At a cake and sweet shop</b>	Competency to recognize flavours (les parfums)	Comprehensive treatment of themes
<b>Exercice 3</b> <b>Brochure on a temporal visit</b>	General Comprehension Identifying cities in Europe  Identifying a website	Exposure to texts Covering the terrain of France, Europe and the francophone world (regions, cities, landmarks) Exposure to contemporary text forms
<b>Exercice 4</b> <b>Form-filling on leisure activities</b>	General Comprehension Identifying television programs	Exposure to texts Treating the themes comprehensively

It was also observed that several candidates could not respond to comprehension questions. For instance, candidates struggled on the following:

- (i) To a question beginning 'Quel....?' Exercice 2 2(ii), blanket/unspecific answers eg 'une (belle) tarte' yet the question elicited a flavor, among a given variety. Correct answer: '*une belle tarte aux fraises*'
- (ii) To a question beginning 'Où.....' Exercice 3 1(b), an improper use of 'd' such as 'd'Amsterdam' instead of '*à Amsterdam*'
- (iii) To a specific date sought in '...se termine quand?' Exercice 3 3(a), the entire duration '28-30 aout 2020' yet the expected answer is '*le 30 aout 2020*'
- (iv) To the question seeking a website, and whose answer has a pointer above it in the text ('informations et inscriptions') 'Pour demander plus d'informations, où doit-on aller?' Exercice 3 3(b), erroneous responses or none at all.
- (v) To the point on 'La raison....' in the form, Exercice 4, '2. La raison pour aimer le tennis de table..' and '4. Le programme préféré et la raison..', erroneously lifted answers,

To address these challenges, teachers are urged to hone the question-answering skill in a variety of texts, maximising learners' exposure to various question forms and practice precision in answering questions.

**Full expected answers:**

## SECTION 1: LISTENING COMPREHENSIONS Exercice 1

1. (i) Vusi Hlophe  
Thabo Masuku  
(ii) Vusi Hlophe
2. (i) Deux langues  
(ii) Américain

### Exercice 2

1. (i) En ville  
(ii) Trois pièces/ 3 pièces
2. (i) b  
(ii) Dans l'étagère/Dans la chambre de la personne
3. (i) C'est petite /agréable.  
(ii) Des légumes / Quelques légumes.

### Exercice 3

1. (i) quatre clients  
(ii) A côté de la fenêtre
2. (i) Du steak et des frites  
(ii) Deux jus d'oranges
3. (i) C'est bon/ c'est délicieux  
(ii) l'addition

### Exercice 4

1. (i) À Paris  
(ii) Le voyageur ne visite personne/ personne
2. (i) Aller-retour  
(ii) Non. Le voyageur souhaite espace non-fumeurs
3. (i) Le matin  
(ii) À dix heures et quarante-cinq

## SECTION 2 Reading Comprehensions

### Exercice 1

1. (i) c  
(ii) a
2. (i) b  
(ii) b

3. A

4. c

### Exercice 2

1. (Any two)

(a) Un croissant au beurre

(b) deux pains au chocolat

(c) une brioche au sucre

(d) une tarte

2. (a) Six personnes / C'est pour six personnes

(b) Elle choisit une [belle] tarte aux fraises.

### Exercice 3

1. (a) [C'est pour] les jeunes de 15 à 24 ans

(b) à Amsterdam

2. (a) Avec de jeunes Européens

(b) 180 Euros

3. (a) le trente août

(b) [Chez/A l'adresse]: [www.GLOBALFRIENDSHIP.EU](http://www.GLOBALFRIENDSHIP.EU)

### Exercice 4

1. (a) Le tennis

(b) Le tennis de table

2. (c) C'est fantastique et bon

3. (d) (Regarder) la télévision

(e) (Aller au/visiter) le cinéma

4. (f) Les feuillets

(g) Parce qu'ils sont formidables

**Paper 202/02**

**General Comments**

This paper comprised two sections: Section 1 was a Form-filling worth 10 marks and Section 2 Two Writing texts of between 35 and 40 words in length worth 8 and 7 marks respectively. Candidates' performance in this component was below average. Most candidates demonstrated lack of writing skills particularly with the longer pieces they had to write in response to a stimulus. The form-filling task was also not done well. Teachers are urged to continue giving regular exposure and practice to candidates on forms (identity cards, membership cards, subscription documents and others), informal/friendly letter writing and articles and compositions.

**Section 1: Form-filling**

Most candidates gave average performances in this section. Several candidates demonstrated evident ill-preparedness for this task. Even those who knew the answers did not follow the form-filling format. Candidates resorted to writing sentences which was not the requirement of the question sought. Even the sentences themselves (already unacceptable) had a lot of grammatical mistakes. There was also the occasional use of English and the writing of incomplete answers which render some answers ambiguous. The table below shows a sample of some errors against the expected answers:

<b>Detail sought in form</b>	<b>Examples of candidates' responses</b>	<b>Example of expected responses</b>
<b>Nom et Prénom</b>	Je m'appelles Lihle Dvuba	<i>Lihle Dvuba</i>
<b>Age</b>	J'ai 40	<i>40 ans</i>
<b>Lieu d'habitation</b>	Nhlangano	<i>Nhlangano</i>
<b>Votre école</b>	Nhlangano	<i>Nhlangano Central High</i>
<b>Votre niveau scolaire</b>	Form 3	<i>3ème</i>
<b>Type de roman</b>	Romance	<i>Romantique/science-fiction</i>
<b>Jours préférés.....</b>	Je préfère samedi.....	<i>Samedi/dimanche/mercredi</i>
<b>Heures préférées.....</b>	Je préfère 4 heures à 6 heures/ le matin	<i>De 4 heures à 6 heures</i>
<b>Date d'inscription</b>	23 mars 2021	<i>Lundi le 23 mars 2021</i>
<b>Votre adresse email</b>	www...../Lidvu8.com	<i>Lihle8@yahoo.com</i>

**Section 2 Continuous Writing**

This section was not well done by most candidates with low scores dominating for Questions 1 and 2. It is worth noting, however, that there were very impressive performances for a few candidates.

**Question 1**

Despite a minority that comprehended the task and responded correctly to this question, the majority did not do well. The challenges ranged from incomprehension of the question, the lack of requisite vocabulary and grammatical competency, to incoherence and the unsuccessful production of meaningful intelligible sentences. As such the candidates resorted to describing the activities in the given stimuli. Others wrote scantily, providing inadequate responses as well as responding to unsought/unasked questions. Candidates could not decide on the tense (between talking about their past holiday activities or talking about habitual activities or talking about their planned holiday activities).



**Expected diction:**

- *Relating to the time context of holiday activities: de temps en temps, normalement, l'année passée, les vacances passées, pendant les vacances qui viennent, au mois de décembre, etc*
- *Relating to the location/place : Au Mozambique, en France, chez mes grand-parents, à Maguga*
- *Useful expressions (jouer à + sport, jouer de + instruments, faire de, etc), medication (les pilules, le sirop, etc),*

*verbs (aller, partir, jouer, passer, visiter, etc)*

**Question 2**

For this question, candidates were able to recognize that the requirement was to write a letter. However, challenges proved to be the insufficiency of required lexicon, correct use of structures to produce meaningful sentences, expressing the past perfect tense (passé composé) and with almost all of them, expressing the past imperfect tense (imparfait).

The expected comprehensive thematic diction and grammatical structures relating to falling ill was very limited; so, was the appropriate use of the correct conjugation of the past tense.

**Expected diction:**

- *Relating to the time context of the illness: hier, la semaine passée, il y a une semaine, etc*
- *Relating to the illness itself: facilities (l'hôpital, la pharmacie, etc), illnesses (la grippe/la diarrhée, etc); expressions (avoir mal à../avoir chaud etc), medication (les pilules, le sirop, etc), verbs (tomber malade, tousser, boire, passer, aller, etc) adjectives (malade, triste, mécontent(e))*

*Relating to closure of letter : (grosses) bises, amitiés, à bientôt, etc*

Teachers are urged to address the area of continuous writing more pointedly. Apart from honing the syntactic and semantic competence of the learners, teachers need to train learners in the areas of:

1. Following instructions and sticking to the required lengths
2. Respecting conventions
3. Using proper register
4. Providing sufficient requisite details on thematic questions
5. Using related lexicon according to the context
6. Producing sensible meaningful sentences.

<b>Paper 202/03</b>
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**General Comments**

This paper required of candidates to engage in three tasks: **Guided Interview** (8 marks), **General Conversation** (8 marks) and **Role Play** (8 marks). Centres are reminded about the importance of proper labeling the CDs using the Centre Name and Number. During recording and filing, centres are reminded as well, that candidates must be recorded individually. The timeous dispatch of back-up CDs upon request by ECESWA is commended.

**OBSERVATIONS ON TASKS****Guided Interview**

This part of the examinations requires of candidates to answer two personal questions and an additional three questions on a chosen theme. These are general questions on the self (**personal questions**) and questions on day-to-day activities (**thematic questions**). This part was, by far, the most well done, especially on the personal questions. However, the performance fell below average in the thematic questions section. This was due to several factors including:

- (a) Examiners drawing questions from more than one thematic area instead of basing all three questions on one theme.
- (b) Asking the same questions on a particular theme to a candidate.
- (c) In a few cases, candidates failing to comprehend questions.
- (d) In a couple of cases, examiners asking more than the required questions; asking questions on all three thematic areas.
- (e) Candidates using similar lexicon and structures as if the probable answers had been discussed.

Examiners are reminded to follow the procedures properly as they are carried in the Examiner's Notes.

Caution: Examiners are advised to avoid asking the same questions to candidates to avoid creating the impression that examiners opted for questions which they perceived as simpler or for other reasons. All questions ought to be used.

Regarding preparations of the learners for the examination, teachers are urged to expose the learners to the process of the examination and to do practice sessions.

**General Conversation**

In this section, candidates were required to ask questions based on 5 stimuli words. This section was not well done by a number of candidates. These are the observations of examiners on the speaking examination:

- (a) Conversations sounding mechanical and not natural, for example candidates presenting questions as lists.
- (b) Candidates following one questioning form, often using 'Quel.....?'
- (c) Candidates failing to construct grammatically correct questions.
- (d) Examiners 'stealing the show' by giving unnecessarily long answers to the questions posed by the candidates (as if they were the ones from whom linguistic competence was sought).
- (e) A few candidates not respecting the chronology of the 'prompt' words.
- (f) A couple of cases where candidates failed completely to formulate questions.

The suggestion is adequate exposure and practice on this task coupled with a concerted effort by teachers to assist learners with sufficient questioning strategies as well as syntactic organisation of questions.

### **Role Play**

There were excellent performances by some candidates, albeit in very limited regularity. Candidates are expected to initiate and maintain a transacting conversation in this section of the speaking examination. Teachers are advised to attend to the candidates' ability to transact more pointedly, as the observed challenges (elaborated below) show.

The majority of the candidates gave slightly below average to average performances. Challenges included:

- (a)** Candidates not arriving at the purchasing stage despite this being a buying and selling task
- (b)** Examiners taking the lead, initiation and maintaining roles contrary to the expectation
- (c)** Unnatural and awkward conversations
- (d)** Candidates lacking the requisite vocabulary and socio-linguistic competence to engage in a meaningful conversation

Teachers are reminded that they need to ensure that candidates are prepared for the role play transacting task adequately by treating the multiplicity of buying and selling themes with no exception. Teachers need to ensure comprehensive coverage of the buying and selling process and to pay particular attention to the etiquette and cultural element that is specific to each theme. Finally, teachers are expected to also ensure that candidates are helped to maintain a conversation that follows a logical and coherent sequence of natural conversation, covering, but not limited to, the areas of specifying objects, asking for prices, mentioning quantities, asking for change, taking one's leave, wishes etc.