

**EXAMINATIONS COUNCIL OF  
ESWATINI**

**JC**

**EXAMINATION REPORT**

**FOR**

**FRENCH**

**YEAR**

**2022**

## Table of Contents

<b>Subject Code:</b>	<b>Name of Subject:</b>	<b>Page No:</b>
202	French P1	4-7
202	French P2	8-10
202	French P2	11-13

## General Comments

This is the second report on the revised assessment syllabus that spans from 2021 to 2023.

It is worth highlighting that the year 2022 has seen the lowest ever number of candidates to sit for the Junior Certificate examination. This year's number stood at 169 candidates, a culmination of the occasionally halted yet progressive decline in candidates that has been happening over the years.

With the benefit of records and history, (Examinations Council of Eswatini) ECESWA notes a drop this year (2022) just like it has steadily been over the years in the number of candidates per registered centre and indeed in the number of centres themselves. For ECESWA, this is a huge and exacerbating cause for concern.

Nonetheless, centres are applauded for ensuring that registered candidates do sit for their papers, some Heads of Centres having gone an extra mile, home by home, in order to ensure that candidates sit for the examination despite difficulties which at times, posed a threat to the Head teachers themselves, examiners, invigilators and indeed, the candidates.

Also worth commending is the diligence and care with which the centres and examiners attempted a seamless or universally almost error-free manipulation of technology, vis-à-vis the burning of CDs which was evident in the few and/or almost negligible cases of CD-linked problems.

Centres are similarly commended for ensuring that, as required, they kept back-up CDs. No delays or challenges were experienced in this regard.

## Breakdown of Papers

The examination consisted, as stipulated in the assessment syllabus, of three papers namely **Paper 1: Listening and Reading Comprehensions**, **Paper 2: Writing** and **Paper 3: Speaking**.

As a general comment on performance overall, ECESWA wishes to express gratitude to the centres for preparing candidates under very challenging circumstances including but not limited to the COVID-19 effects, the undesired occasional breaks due to reasons beyond the control of schools nor the Ministry of Education and Training. The commitment to mission has had, in its culmination, the successfully held examinations as its fruits.

In terms of the candidates' performance in this second year of the reviewed syllabus, there was no substantial improvement despite an expectation that there would, as the teachers are now familiar with the syllabus.

The challenge facing the candidates in the listening and continuous writing parts of the French examination continued to plague them even this year.

Another glaring observation pertains to the Speaking examination wherein a higher number of Examiners found themselves playing a much more 'involved role' than it is expected in the sections where the candidates ought to have been initiating and leading conversations. These areas need attention as they tend to affect the candidates' performances negatively when the Examiner (who is not the subject of the test) speaks more than the candidate who is to be graded.

The observations on the papers were as follows:

## JC FRENCH

## Paper 202/01

**General Comments**

This part of the examination comprises two aspects: **Listening** and **Reading**.

Below is a recurring comment.

Save for a few centres, candidates did not perform well in this paper. On top of that, in what can be described as a trend now, slightly better performances were realized with the reading part of the paper which indicates that more attention must be paid in assisting learners to hone this skill during teaching and learning. A particularly concerning observation is that there seems to have been a rise in poor performances even with what could be viewed as easy questions.

**SECTION 1: LISTENING COMPREHENSION [25 MARKS]**

Listening Comprehensions witnessed below average performances. A few centres gave average to slightly good performances and those are duly encouraged to keep up the promising work.

It is ECESWA's hope that candidates be sufficiently prepared to tackle questions, the bulk of which are on the day-to-day life.

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

**Exercice 1 Une réservation d'un vol (A flight reservation) sought:**

1. Les pays (countries) *b) Le Canada*
2. Les moyens de transport (transportation) *c) En avion*
3. Les jours (days) *a) Jeudi*
4. Les moments de la journée (the periods/times of the day) *d) Le matin*
5. Les noms (names) *b) Félix*

**Exercice 2 La Météo (Weather Forecast) sought:**

1. (i) Saying how the forecast is *Il y a des orages/Il va pleuvoir/Il pleut*  
(ii) Giving the name of a place *A Big Bend*
2. (i) Giving advice relating to weather *Il faut prendre une bouteille d'eau*  
(ii) Giving the exact temperature in degrees *il fait quinze/15 degrés*
3. Expressing reason *Parce qu'il y a une possibilité d'une forte tempête*

**Exercice 3 Un interview avec Lusanda (an interview with Lusanda) sought:**

1. (i) Les noms (Names) *Lusanda*  
(ii) Les lieux (Places) *A seize Mhlambanyatsi*
2. (i) Les années (Years) *En 2015*  
(ii) Les activités (Activities) *Elle fait ses pratiques*
3. (i) Dire 'combien...' (Saying how many/much) *Elle sera la seule/ une*  
(ii) Expressing reason *Parce que ce sera sa première fois de voyager en avion/voler*

**Exercice 4 Un message (A Message) sought:**

1. (i) Les lieux (places) *Au cinéma/près du cinéma*  
(ii) Donner l'heure (Giving time) *A seize heures*

2. (i) Expressing reason *Parce qu'il a/il y a la famille/un diner en famille*  
(ii) Les chiffres (numbers) *neuf*
  
3. (i) Dire 'combien...' (Saying how many/much) *Dix fois*  
(ii) Identifier les types de questionnement (Identifying question forms) *Qu'est-ce qui se passe ?  
Tu es chez toi? Il y a un problème ?*

**Centres are reminded about the indispensable need for candidates to have been exposed, not just to listening materials that are haphazard or unstructured, but to listening content contextualized in the various possible scenarios which candidates can encounter as well.**

**SECTION 2: READING COMPREHENSION [25 MARKS]**

**This Reading Comprehension section witnessed better performances compared to Listening Comprehension.**

Although performances improved in this section, they were still average except for a few exercises and specific questions inside the exercises. Exercise 4 was by far, the best done of the exercises. Also done very well, among others, were Exercise 1 – Question 3 (ii) (address), Question 4 (communication types); Exercise 3- Question 2 (a) (website). Centres are commended particularly on the last item, the website, after candidates had a challenge in the last examination but which has now been remedied.

A noticeable difficulty for a huge majority of the candidates relates to the ability to convert chosen texts which are in direct speech to answers in reported speech. This inability resulted in the candidates losing points especially in Exercise 2.

Another challenge in this section that affected many candidates was Question 2 (ii) with its requirement of sufficient lexical competence. It seems like many candidates did not understand the meaning of ‘Alors, je dois faire des économies’ which would provide the answer to ‘Comment...?’. In this regard, candidates must have been exposed to all thematic areas in the syllabus in order to have a sufficient repertoire of requisite lexicon.

Moreover, the difficulty to respond properly to certain questions like ‘Combien...?’ in Exercise 3 (much like it was the case in Section 1, Exercises 2 and 3) also proved costly to a sizeable number of candidates.

Generally, the following areas proved to be the most challenging.

<b>Exercice</b>	<b>Challenge(s)</b>	<b>Suggested action(s) to address the challenge(s)</b>
<b>Exercice 1 Advertisement</b>	Identifying quantifiers	Exposure to reading texts
<b>Exercice 2 Letter</b>	General comprehension	Comprehensive treatment of themes
<b>Exercice 3 Pamphlet</b>	General Comprehension	Exposure to texts Covering the terrain of France, Europe and the francophone world (regions, cities, landmarks) Exposure to contemporary text forms

Overall, the candidates were expected to respond in the following manners to questions in this section:

**Exercice 1 Les petites annonces (Advertisement) sought:**

**Expected answers in bold and italics**

- (i) Il s’agit ***b) d’une annonce***  
 (ii) Qu’est-ce qu’on offre? ***c) L’espace pour vendre des produits sans paiement.***
- (i) Qui visitent ‘espace petites annonces’ pour voir ce qu’il ya acheter? ***a) Des individus***  
 (ii) Cette plateforme est: ***b) Connue par des millions***
- (i) Combien d’argent paient les entreprises pour entrer dans cette page? ***b) Pas beaucoup parce qu’elles sont interdites***  
 (ii) Qu’elle est l’adresse postale de cete page? ***a) 10076, Rue de grands lacs, Madrid, Espagne***
- Pour contacter ‘espace petites annonces’, il faut: ***c) Téléphoner, envoyer un email, visiter le site internet***

**Exercice 2 Une Lettre (A Letter) sought:**

1. (a) *Elle se détend* (Not 'Je me détends')
- (b) *Elle profite de penser à/Elle pense à des nouvelles idées* (not 'Je profite.../Je pense...')
2. (i) *Elle se plaint de son manque de vocabulaire* (not '....de mon manque...')
- (ii) *Elle doit faire des économies*

**Exercice 3 Une Brochure (A Brochure) sought:**

1. Any 2 to cater for a) and b) provisions of question ***Se lever/Marcher/Travailler Débout/Bouger***
2. (a) *www.mangerbouger.fr*
- (b) *L'alcôol*
3. (a) *Tous les jours*
- (b) *Jouer des jeux actifs/Renforcer les muscles/Danser*

**Exercice 4 Enki Bilal (Enki Bilal) sought:**

1. (i) *Il est artiste*
- (ii) *La bande dessine/Le neuvième art*
2. (i) *Belgrade*
- (ii) *Dix ans*
3. *Les albums politiques*
4. (a) *des médailles*
- (b) *Beaucoup de respect*

**Paper 202/02**

**General Comments**

**This Writing paper once again, as has been perennially the case, posed the biggest challenge of all the three papers, to the candidates. A recurring and particularly disturbing challenge relates to the longer pieces of section 2, despite the fact that the longer texts require 35-40 words in total.**

ECESWA strongly hopes that this report will serve to encourage teachers to focus on the Writing test in a targeted manner in order to turn around this situation. Candidates ought to have been adequately prepared in the areas of:

1. Thematic coverage – All possible contexts and situations wherein longer expressive competence can be sought need to be covered.
2. Lexical Coverage – This refers to comprehensive linguistic competence that is associated with the various themes. This will avoid the alarming cases where candidates find themselves having to have recourse to English words to compensate for insufficient lexical situational competence.
3. Linguistic Competence – This critical element has to do with the candidate's ability (or in the majority of cases, their inability) to construct syntactically sensible sentences. The majority demonstrated an inability to piece along the basic Subject-Verb-Object/Adjective (SVO/A) be it in the present or past tenses.

It is a plea that candidates are prepared adequately in these three areas to give a decent account of themselves during the examination.



## Section 1: Form-filling

This section witnessed better performances compared to the longer pieces of writing, but they were still at best just average performances.

It is worth mentioning that teachers have done well in training candidates to eliminate the use of sentences in the form. They are commended.

However, there were a few disturbing observations which teachers must remedy immediately. These include:

- (a) The failure to enter basic details properly; details such as surname, name, etc.
- (b) Incompletely entering age; writing it the English way.
- (c) The difficulty to write their email correctly.
- (d) The use of English words (against expectation) especially in 'preferred leisure activities' section.

These are the expected answers, weighed against some candidates received responses:

<b>Detail sought in form</b>	<b>Examples of candidates' responses</b>	<b>Example of expected responses</b>
<b>Nom</b>	Sizwile	<b><i>Gama</i></b>
<b>Prénom</b>	Gama	<b><i>Sizwile</i></b>
<b>Age</b>	16	<b><i>16 ans</i></b>
<b>Domicile</b>	Fille	<b><i>X school quarters</i></b>
<b>Ville préférée</b>	Durban/Manzini/etc	<b><i>Durban/Manzini/etc</i></b> <i>Was as expected and done fairly well</i>
<b>Mois préféré</b>	Mon famille	<b><i>Janvier, Février, .....</i></b>
<b>Activité de loisirs</b>	Erroneously varied answers for a sizeably high number	<b><i>Le football, jouer au football</i></b>
<b>Moyen de transport de voyage préféré</b>	Avion/Un avion, etc	<i>Fairly done well as expected</i>
<b>Votre adresse email</b>	www.@yahoo.co.com	<b><i>Dollyp34@yahoo.com</i></b>
<b>Date d'inscription</b>	Décembre 15 2021	<b><i>Le 15 décembre 2021</i></b>

## Section 2: Continuous Writing

By almost equal measure, these 2 questions received poor performances, save for a few candidates. It is surprising because these two questions dealt with contexts expected to be familiar and to have been covered according to the syllabus. Of particular ease was Question 1, which gave multiple clues that only needed minimal ability in terms of the wanting the 3 competences mentioned in the introduction of this Writing paper report.

### Question 1

The theme of the piece of writing was future plans. While there were a few good performances, the bulk were not. Despite the availability of prompts like pictures of car, home, house, plane, money etc, candidates could not express their future plans. In terms of linguistic expression, more than half of the candidates neither had the words to spell out activities nor the tense (future tense) requisite to put their points across.

#### Some expected elements:

- *Relating to activities: acheter une maison, voyager (en/à....), travailler à/pour....., étudier/faire mes études/aller à/au....., etc*
- *Relating to tenses : (le futur proche, le futur simple, le conditionnel)*
- *Relating to lexicon: (when semantically embedded) la voiture, l'avion, la famille, l'argent, une portable, etc*

### Question 2

By and large, candidates did not do well in this question as well. One of the expectations was a proper articulation of the purpose of the note, which was forwarding gratitude.

Moreover, a few candidates opted to make the whole or part of the question, part of or their full response, a habit which seemed to be systematic face-saving on the part of the candidates.

#### Expected diction:

- *Relating to lexicon: les valises, les bagages, les vêtements, les lunettes, les cartes bancaires, etc*
- *Relating to tenses :le présent, le passé composé, le conditionnel, etc*
- *Relating specific verbs : perdre, remercier, laisser, appeler, etc*

This is recurring yet vital advice to teachers. Candidates ought to have been thoroughly trained 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.

**Paper 202/03****General Comments**

This paper required candidates to engage in three tasks: **Guided Interview** (8 marks), **General Conversation** (8 marks) and **Role Play** (9 marks). As usual, the French teachers in the centres were used as Examiners for Speaking. Examinations Council of Eswatini provided CDs on which to record the examination.

A few improvements were noted with this year's Speaking examination and teachers are commended. One of the positive changes relates to saving files individually which was done well by all centres. Another improvement is that most Examiners did the preliminary introductory part that explains the process of the examination. Also commendable, is the practice by centres of keeping back-up CDs, as expected, for availing them when so required.

In terms of performance, candidates seemed to have the most ease with the Guided interview and gradually encountered difficulties with the General Conversation and Role Play. The biggest challenge was the proper fulfilment of tasks in the Role Play.

**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**).

The Guided Interview continues to be the most well done.

Nonetheless, challenges were witnessed:

- (a) **Themes:** The unfortunate practice of Examiners drawing from more than one thematic area, which is against expectation, was a challenge witnessed in a few centres. All centres are implored to stick to one theme in the Guided interview.
  
- (b) **Themes:** Examiners are reminded that all themes must be used equally, not as was the case this year where the theme 'La détente' got the least attention from Examiners.
  
- (c) **Questioning:** examiners are reminded that they are permitted to rephrase questions but not to change them in a way nor to ask leading questions. As an example, the question 'D'où venez-vous?' is not the question 'Où habites-tu?'.

## General Conversation

**In this section, candidates were required to ask questions based on 5 stimuli words. As earlier on alluded to, incremental difficulties were experienced by candidates from this part of the examination.**

While some candidates did fairly well, a sizeable number did not. Observed challenges pertained to:

- (a) Card choice:** Not all cards were used equitably. Card D received the least use.
- (b) (i) Questioning:** The over-reliance on the use of the questioning form 'Quel' was evident, thereby robbing candidates of valuable points.
- (ii)** Non-questions (failed attempts at asking questions) to which Examiners respond as if they were proper questions.
- (iii)** In a handful of cases, candidates completely failing to formulate questions.

Generally, candidates struggled with the prompt words such as 'Résidence', 'Projet', 'Emission', 'Métier', 'Equipe',. Teachers are implored to ensure that not only do they cover the very basic lexicon but also ensure that basic technical vocabulary is used. For example, 'Résidence' has synonym-type words like 'maison' 'logement'; 'Métier' has synonym-type words like 'travail', 'profession'. Candidates ought to have been prepared for all similar lexicon varieties.

## Role Play

The 'Role Play' part presented the most challenges to candidates in the Speaking paper. Teachers are urged to assist learners practice transacting in a natural way.

Regarding the observed performances, Examiners are reminded that it is candidates who are to score on their abilities; Examiners that make sense of unintelligible utterances and keeping conversation going do not help the cause of the candidates.

The majority of the candidates did not do as well as expected in this part of the examination despite the fact that the theme of transacting runs through numerous themes such as 'En Ville', 'Au Restaurant', 'Acheter Un Billet' etc. The failure by most candidates to use the requisite diction relating to buying items was evident. Teachers are implored to comprehensively cover the terrain of transacting as the last task of the Speaking examination.

Observed weaknesses, two of which are recurring included:

- (a)** Candidates failing to initiate and sustain the conversations.
- (b)** Unnatural and awkward conversations
- (c)** General linguistic insufficiency
- (d)** Improper use of lexicon, for example 'la monnaie' used for money and 'change' (pronounced the French way) used for 'la monnaie'

Teachers are reminded that learners should be trained on how to start and maintain a conversation and on the use of indispensable vocabulary when transacting.

Challenges faced by candidates related to:

- Failure to use the requisite conditional tense 'Je voudrais.....'
- For a worrisome number of candidates, the difficulty to comprehensively ask for the cost 'Combien coûte....?'
- Referring to the lettuce as 'la salade'
- Asking for change 'La monnaie, c'est combien?'
- Responding to the question 'Vous voulez/tu veux autre chose?' appropriately with 'c'est tout!'

## Conclusion

By way of concluding, it is important to highlight the following points:

1. Candidate numbers dropped once again in the 202 examination, and this is a huge cause for concern.

2. A slight improvement was realised overall but there is plenty of room for improvement.
3. The Writing paper (Paper 2) continues to be a big challenge for most candidates.
4. The transacting part of the Speaking paper was not done as well as expected despite the cross-cutting nature of the element of selling and buying in the syllabus.