



Junior Certificate

**FRENCH
SYLLABUS**

Subject Code 202
For Examination in 2024 - 2026



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Broad Guidelines

The Ministry of Education is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Form 1 to Form 3) so that at the completion of secondary education, learners will:

- be equipped to meet the changing needs of the Nation, and
- have attained internationally acceptable standards.

Eswatini's National Education Policy Directives

Junior Certificate (JC) syllabuses for studies in Form 1 to Form 3 will individually, and collectively, enable learners to develop essential skills and provide a broad learning experience which:

- inculcates values and attitudes as well as knowledge and understanding,
- encourages respect for human rights and freedom of speech,
- respects the values and beliefs of others, relating to issues of gender, culture and religion,
- develops desirable attitudes and behaviour towards the environment,
- provides insight and understanding of global issues which affect quality of life in Eswatini and in other countries, e.g., the AIDS pandemic; global warming; misdistribution of wealth; and technological advances.

The National Curriculum for Form 1 to Form 3

Learners will be given opportunities to develop essential skills which will overlap across the entire range of subjects studied. These skills are listed below:

- Communication and language skills
- Numeracy skills: mathematical ideas, techniques, and applications
- Problem-solving skills
- Technological awareness and applications
- Critical thinking skills
- Work and study skills
- Independent learning
- Working with others

To develop these skills, learners must take **seven** compulsory subjects and any other subjects selected from the electives below.

Compulsory Subjects

- English Language
- English Literature
- Mathematics
- Religious Education
- Science
- SiSwati
- Additional Mathematics

Electives

- Agriculture
- Bookkeeping and Accounts
- Business Studies
- Consumer Science
- Design and Technology
- Development Studies
- French
- Geography
- History

Fields of Study

- Agriculture
- Business Studies
- Consumer Science
- Pure Sciences
- Social Sciences and Humanities
- Technical Studies

INTRODUCTION

The Junior Secondary French syllabus is a continuation of the Primary School French programme. It assumes that candidates have been through an elementary programme of language learning. However, should candidates start at the Junior Secondary level, means must be made to bridge this gap, so that these candidates meet the required examination syllabus level.

The French Language is an elective subject in the school curriculum in the Kingdom of Eswatini. The content of the syllabus is arranged under various headings and should be read entirely. This is to encourage a communicative and appropriately integrated approach to language teaching, learning and assessment. It also recognizes that language learning is a complex process, usually involving the interplay of listening, speaking, reading and writing underpinned by knowledge of structure of the language. Candidates' needs, the strategies employed and resources available may vary greatly within any given classroom environment. However, in all cases, the French language syllabus must encourage awareness of the usefulness of the language, making candidates appreciate its importance for their personal, social and intellectual development.

The syllabus will act as an instrument that will guide summative assessment in the classroom, as well as examinations. This syllabus also aligns with the Eswatini General Certificate of Secondary Education (EGCSE) and conforms to international standards and trends.

Rationale for teaching French

The rationale for teaching French is as follows:

- French is a major world language spoken as a first or second language in over 40 different countries, with the largest number of French speakers found in the African continent.
- French is one of the official languages used in important diplomatic, educational, socio-economic communities of which Swaziland is a member e.g. (Southern Africa Development Community, Common Market for Eastern and Southern Africa, African Union etc.) Proficiency in French will assist Swaziland to engage efficiently with the French speaking world.
- Studying French provides candidates with the opportunity to understand and appreciate cultural diversity, as well as, to live amicably and responsibly in an interdependent world.
- French provides a language foundation for continuing education locally and internationally.
- French should present learners with opportunities of intellectual stimulation and enjoyment.

The main sections of the JC French Language Assessment syllabus are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum content

AIMS

The aims of the syllabus are the same for all candidates and they are set out below. They describe the educational purposes of a course in the French Language for the JC Examination. They are not listed in order of priority.

The aims enable the candidates to:

1. communicate and function efficiently in situations where French is required;
2. develop an awareness of the importance of the French Language as a medium of international communication;
3. become mindful of the nature of language, noting that language learning skills are transferable to other learning areas;

4. broaden their ideas, attitudes, values, customs and beliefs of other people and nations, to better understand people throughout the world;
5. promote the effective use of French for purposes of further study and personal development.

ASSESSMENT OBJECTIVES

The content and assessment objectives of this syllabus focus on communicative tasks and activities practised by the candidates using the following skills; listening, speaking, reading and writing. The syllabus recognises that these skills are interrelated.

Listening

Candidates will be assessed on their ability to:

L1 understand and respond to information presented in a variety of forms and register.

L2 select and organise materials relevant to specific purposes.

L3 recognize, understand and distinguish between facts, ideas and opinions.

Speaking

Candidates will be assessed on their ability to:

S1 communicate proficiently in a range of different contexts.

S2 use the appropriate register, stress and pronounce words correctly.

S3 convey information, share ideas and express opinions effectively and efficiently.

S4 engage in and influence the direction of a conversation.

Reading

Candidates will be assessed on their ability to:

R1 understand and respond to information presented in a variety of forms.

R2 select and organise information relevant to specific purposes.

R3 understand, recognise and distinguish between facts, ideas and opinions.

R4 deduce information from texts.

Writing

Candidates will be assessed on their ability to:

W1 communicate effectively in response to form filling tasks.

W2 communicate clearly, accurately and appropriately using various types of written texts.

W3 write simple prose for description, narration and exposition.

W4 write coherent and cohesive texts.

W5 use language and register appropriate to audience and context.

W6 employ a variety of accurate grammatical structures such as punctuation, spelling & paragraphing.

SPECIFICATION GRID

| Objectives Paper | L 1 | L 2 | L 3 | S 1 | S 2 | S 3 | S 4 | R 1 | R 2 | R 3 | R 4 | W 1 | W 2 | W 3 | W 4 | W 5 | W 6 |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1 Section 1 Exercise 1 | ✓ | | ✓ | | | | | ✓ | ✓ | | | | ✓ | | | | |
| 1 Section 1 Exercise 2 | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | | | ✓ | | | | |
| 1 Section 1 Exercise 3 | ✓ | ✓ | | | | | | ✓ | | | | | ✓ | | | | |
| 1 Section 1 Exercise 4 | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | | | ✓ | | | | |
| 1 Section 2 Exercise 1 | | | | | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | |
| 1 Section 2 Exercise 2 | | | | | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | |
| 1 Section 2 Exercise 3 | | | | | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | |
| 1 Section 2 Exercise 4 | | | | | | | | ✓ | ✓ | | | ✓ | ✓ | | | | |
| 2 Section 1 | | | | | | | | ✓ | | | | ✓ | ✓ | | | | |
| 2 | | | | | | | | | | | | | | | | | |

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November 2024-2026 Examinations

| | | | | | | | | | | | | | | | | | |
|-------------------------------|---|---|---|---|---|---|---|---|---|--|--|--|---|---|---|---|---|
| Section 2 Exercise 1 | | | | | | | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 Section Exercise 2 | | | | | | | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 Section Part 1 | ✓ | | | ✓ | ✓ | ✓ | | | | | | | | | | | |
| 3 Section Part 2 | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | | | | | |
| 3 Section Part 3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | |

SCHEME OF ASSESSMENT

All papers are compulsory. The examination is categorized into four (4) components in 3 papers.

| COMPONENT | DURATION OF THE EXAMINATION | WEIGHTING |
|---|-----------------------------|-------------|
| PAPER 1 LISTENING & READING COMPREHENSIONS | 1 HOUR | 50% |
| LISTENING COMPREHENSION | 30 Minutes | 25% |
| READING COMPREHENSION | 30 Minutes | 25% |
| PAPER 2 WRITING | 45 Minutes | 25% |
| DIRECTED WRITING | 15 Minutes | 10% |
| CONTINUOUS WRITING | 30 Minutes | 15% |
| PAPER 3 SPEAKING | 5-7 Minutes | 25% |
| | 1 Hour 52 Minutes | 100% |

DESCRIPTION OF PAPERS

PAPER 1 LISTENING & READING COMPREHENSIONS (1 hour) consisting of 50 marks.

For all exercises in this component, candidates write their answers in the spaces provided on the question paper.

No additional materials are required.

The paper is divided into **Two Compulsory Sections**. The tasks for these sections are distinguished by the different purposes, audiences, formats and registers.

SECTION 1 LISTENING COMPREHENSION (25 Marks)

This component is divided into **4 compulsory exercises**.

For all questions in this section, candidates should write their answers in the spaces provided on the question paper. Each question tests listening comprehension of recorded texts (e.g., advertisements, monologues, dialogues, announcements, conversations, phone messages, and interviews) on a Compact Disk (CD) played in the examination room. Each text is heard twice with pauses in between the recordings. The CD is controlled by the invigilator and **not** the candidates.

Dictionaries should **not** be used.

Exercise 1

2 questions (5 Marks) Assessment Objectives L1, L3, R1, R2 and W2.

One scenario based on a series of simple short-spoken texts (announcement, a brief dialogue, message, advert) requiring short answers.

Exercise 2

3 questions (6 Marks) Assessment Objectives L1, L2, L3, R1, R2 and W2.

One scenario based on a series of short-spoken texts (monologue, interview, dialogue, message, advert) requiring short answers.

Exercise 3

3 questions (6 Marks) Assessment Objectives L1, L2, R1 and W2.

One scenario based on a series of slightly longer spoken texts (conversation, interview, message, advert) requiring short answers.

Note: Questions in this exercise will only have leads and not examples.

Exercise 4

3 questions (8 Marks) Assessment Objectives L1, L2, L3, R1, R2 and W2.

Multiple scenarios based on different situations of longer spoken texts (conversation, interview, message, advert) requiring short answers.

Section 2 READING COMPREHENSION (25 Marks)

For all exercises in this section, candidates will read comprehension texts and then write their answers in the spaces provided on the question paper. The reading comprehension texts range from 50 - 80 words. The types of texts include, but are not limited to, emails, advertisements, newspaper articles, messages and agendas.

This section consists of 4 exercises.

Exercise 1

4 questions (8 Marks) Assessment Objectives R1, R2, R3, R4 and W2.

This is an exercise of approximately 60 - 70 words in which candidates will be required to answer a series of questions based on a short text (email, letter, postcard, chat, blog).

Exercise 2

2 questions (4 Marks) Assessment Objectives R1, R2, R3, R4 and W2.

This is an exercise of approximately 70 - 80 words in which candidates will be required to answer questions, giving specific information based on a series of texts (advertisement, notice, brochure, menu, poster).

Exercise 3

3 questions (6 Marks) Assessment Objectives R1, R2, R3, R4 and W2.

This is an exercise of approximately 50 - 60 words in which candidates will be required to answer a series of questions, by deducing meaning using contextual clues from texts (newspaper/magazine article, letters, email, blog, message).

Exercise 4

4 questions (7 Marks) Assessment Objectives R1, R2, W1 and W2.

This is an information transfer task of approximately 50 - 60 words in which candidates will be required to complete a table/ form based on information provided in a text (agenda, menu, timetable, train/flight/bus schedules, recipe).

Paper 2 WRITING (25 MARKS)

The paper is divided into **Two Compulsory Sections**.

For all sections in this paper, candidates should write their answers in the spaces provided on the question paper.

No additional materials are required.

SECTION 1 DIRECTED WRITING

1 question (10 Marks) Assessment Objectives R1, W1 and W2.

Candidates will be required to carry out a writing task such as filling a form in response to a given stimulus. A purpose, format and audience will be specified.

SECTION 2 CONTINUOUS WRITING

2 questions (15 Marks) Assessment Objectives) R1, W2, W3, W4, W5 and W6.

Candidates will be required to write approximately 35-40 words in continuous prose responding to two stimuli. A purpose, format and audience will be specified in each question.

PAPER 3 SPEAKING (5-7 MINUTES)

Oral tests are a school-based assessment which is conducted **before** the main examination session, as notified on the examination timetable. Materials for the tests are dispatched to Examination Centres before this period. Once the materials have been opened, tests must be conducted as soon as possible. After conducting the tests, Examination Centres must send back to ECESWA the recorded CDs with all the candidates' work and the summary form for moderation before the official deadline.

Each examination centre will be issued with a booklet of Examiner's notes. This booklet contains:

- (a) Administration guidelines on conducting the tests
- (b) Marking criteria
- (c) Role play materials (cards with key words & pictures)

The total duration for the oral test is approximately **5 - 7 minutes**, excluding the **compulsory non-assessed preparation time** which is **10 minutes**.

Guided interview (1-2 minutes) Assessment Objectives L1, S1, S2 and S3
General conversation (2 minutes) Assessment Objectives L1, L2, S1, S2, S4 and R1
Role Play (2 minutes) Assessment Objectives L1, L2, L3, S1, S2, S3, S4, R1 and R2

Internal assessment will be conducted by a Teacher/Examiner approved by the Examinations Council of Eswatini. This is usually the French Language teacher, but it could be someone from outside the Centre. The tests will then be moderated by ECESWA.

The Teacher/Examiner will conduct and internally assess the tests using the oral assessment criteria and will submit the recorded tests of all the candidates' performance for external moderation.

CURRICULUM CONTENT

Candidates will develop skills in the curriculum content as outlined below:

LISTENING

Competencies

All candidates can:

- demonstrate understanding of specific details, information and formal announcements (e.g. news, weather, travel broadcasts, dialogues and telephone conversations).
- identify the important points or themes of the material they hear, including attitudes.
- recognise, understand and distinguish between facts, ideas and opinions
- draw conclusions from and identify relationships between ideas within the material they hear.
- show awareness of variations in register.

SPEAKING

Competencies

All candidates can:

- demonstrate competence in a range of speech activities (e.g. respond to questions on topics within a defined range such as past and present schooling, future plans).
- conduct a sustained conversation.
- demonstrate flexibility in dealing with different communicative situations
- show a sense of audience.

READING

Competencies

All candidates can:

- recognize public notices and signs (including timetables and advertisements).
- extract particular information and present it in a logical manner/ given format.
- identify the important points or themes within a piece of writing.
- draw conclusions from and see relations within a text.

WRITING

Competencies

All candidates can:

- carry out writing tasks such as completing forms in response to a written stimulus
- describe, report and give personal information.
- identify, organise and present given information in a particular form • communicate efficiently in writing responding to a graphic stimulus.

APPENDIX 1: NOTES ON THE ADMINISTRATION OF THE LISTENING TEST

Centres will be supplied with one Compact Disk (CD) for every 30 candidates plus one spare and will be able to keep these after the examination. Centres are strongly advised to hold the listening test in a room that is suitable for up to thirty candidates at a time. If a Centre has equipment that is powerful, more candidates may be accommodated without special permission, but no applications for special consideration will be accepted on the grounds of inaudibility.

Checking Listening CDs

- Listening CDs must be spot-checked for recording and sound quality one working day before the exam, in the presence of the invigilator. This check must not affect the security of the examination.
- In order to check acoustics (i.e., the loudspeakers and sound quality), one of the CDs must be spot-checked at the appropriate volume in the examination room on the day of the examination, no later than thirty minutes before the examination is due to take place. This check must not affect the security of the examination.
- On neither of the above occasions may the CDs be listened to in full nor may the CDs be removed from the Centre for checking.

Conduct of the Listening Test

Once started, the CDs must not be stopped except in the case of a serious emergency. Noise from outside the examination room does not constitute a serious emergency and the CD must not be stopped in these circumstances. Candidates should be warned of this before the test begins.

In the event of the CD being stopped in a serious emergency, it should be restarted, once the emergency has been dealt with, at exactly the same place. A statement from the invigilator, indicating at which point in the recording the interruption took place, the nature of the incident and the length of the interruption should be submitted to Examinations Council of Eswatini (ECESWA) along with an application for special consideration. If there is good reason to doubt whether certain items have been heard by all candidates, these items should be identified in the report and the reason for doubt given.

Centres should contact ECESWA if equipment fails during the examination in order to make alternative arrangements for the conduct of the listening test.

APPENDIX 2: NOTES ON CONDUCTING AND RECORDING THE ORAL TESTS GENERAL

1. The oral tests take place in the period before the main examination session as notified on the timetable. Each Centre decides on a convenient period within these dates for its oral tests. It is recommended that these tests are conducted within one week for Centres with a large number of candidates, to allow sufficient time for a single Examiner to conduct all the tests. See section 4 below.
2. Centres must ensure, well in advance of the tests, that a suitably quiet room is available and that recording equipment is in good order. Centres should provide their own recording CD players.
3. Centres must adhere to dates for completion of the oral tests and for the receipt of mark sheets and recordings at ECESWA to allow sufficient time for external moderation. It is vital that material does not arrive late.
4. For Centres with 30 or fewer candidates, there should normally be just one Examiner. This is normally the teacher that is teaching the class that sits for the examination, but it could also be someone from outside the Centre, if there is need. Each Centre is still responsible for submitting properly completed forms and samples.
5. Centres receive a set of instructions, pictures (photos/drawings/replica of money) and cards accompanying the set of Examiner's Notes. Teachers/Examiners responsible for conducting the oral tests should familiarize themselves with these materials preferably 1 day before the tests are held in order to better respond to the candidate's cues. Whilst preparing for the examination, the Examiner must look through the Oral Assessment pack (set of instructions, pictures (photos/drawings/replica of money) and cards so that he/she is familiar with all the documents. These materials must remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
6. Each Centre must send to ECESWA the following: (a) recorded CD(s) of all candidates' performance; (b) completed Oral Examination Summary Form(s).

(a) Recorded sample

For instruction on how to do the recording see Section 14 below. CDs must be sent to ECESWA together with completed documents. CDs must be clearly labelled with details of the candidates recorded. (CDs will be provided by ECESWA)

(b) Oral Examination Summary Form

This is a document on which marks for each candidate are to be entered in detail. Instructions for its completion will be found on the reverse of the form. The form must be submitted together with the recorded sample.

Please be careful to check all mark additions. The Oral Examination Summary Form must show the breakdown of marks for all the candidates.

7. The CD(s) along with the completed Oral Examination Summary Form should be returned to ECESWA as soon as the oral tests have been completed at the Centre. Please do not wait until the end of the assessment period before sending them.

CONDUCTING THE ORAL TESTS

8. The oral test should proceed along the following lines:
- (A) Group briefing: **Before** the start of the examination (on the morning of the examination), the Examiner is expected to explain briefly to all candidates what is going to happen in the course of the test.
 - (B) Choosing of Cards and Pictures: The Examiner presents the candidate with four groups of cards (labelled A-D) consisting of five cards per group for the general conversation. The candidate picks 1(one) group of 5 cards to prepare for the general conversation.

Thereafter, the candidate proceeds to select pictures/drawings/replica of money for the Role Play. There, the candidate picks 2 unseen cards, from which 1(one) will be selected and used in the Role Play session.
 - (C) Preparation time: The Examiner gives each candidate **ten (10) minutes** to prepare for the oral test. No written notes should be made.
 - (D) Start the recording: Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.
 - (E) Guided interview (1-2 minutes): Conduct a general conversation by asking the candidate 2 (two) questions regarding personal details such as name, date of birth, where he/she lives etc. The Examiner also asks the candidate to give 3 (three) details on 1 (one) of the following themes (hobbies/family/house/school /town/ daily routine/travelling, holidays and special occasions/health/sporting activities/future plans/media/weather/transport/clothing). If the candidate does not understand the cue, the Examiner must reformulate the question. This section is out of 8 Marks.
 - (F) Now, the Examiner must indicate to the candidate the point of transition from the Guided Interview to the General Conversation. For example, «Passons à la conversation générale ».
 - (G) General conversation (2 minutes): This must take place AFTER the Guided-interview. The candidate asks 5 (five) questions based on the stimuli (cards) and the Examiner responds to the questions. The Examiner should not correct the candidate. This section is out of 8 Marks.
 - (H) Now, the Examiner must indicate to the candidate the point of transition from the General Conversation to the Role Play. For example, «Passons au jeu de rôle»
 - (I) Role Play (2 minutes): This must take place AFTER the General Conversation. The Role Play is based on a stimulus (pictures/drawing and replica of money). The candidate initiates and maintains a conversation with the Examiner where buying and offering of services occurs. The candidate must demonstrate an ability to effect purchases in a variety of situations. The Examiner assumes different roles depending on the situation. **At no point in the Role Play should the roles be reversed.** If the candidate does not understand the cue, the Examiner must repeat the same question slowly. This section is out of 9 Marks.

The total duration of the oral test, from the beginning of (C) to the end of (I), should be approximately 15-17 minutes.

Note that only (E), (G) and (I) are to be assessed.

The oral test must be conducted in French throughout.

9. Examination conditions must prevail in the area where the oral tests take place. Adequate supervision must be provided to ensure that candidates leaving the room for the oral tests do not communicate with those waiting to enter.
10. No other person should be present during the oral test, with the exception of a representative of ECESWA.
11. Candidates are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries. Candidates should not be allowed to take away any materials; they should leave it with the Examiner at the end of the oral test.
12. The Candidate (not the Examiner) picks and chooses cards, pictures, and drawings. The Examiner, for the Role Play session, would have given replica of money to the candidate.
13. The Examiner should be positioned so that s/he is facing the candidate, with a table or desk in between. Candidates should not be able to see the notes made on Oral Examination Summary Forms or similar paperwork.

Recording the session

14. Centres must ensure that their recording equipment is in good working order. The recorder and the CD(s) should be tested on site, sometime before the actual oral tests, ideally with one of the candidates. Where possible it is advisable to use a recorder with external microphones so that separate microphones can be used for candidate and Examiner. If only one microphone is used it should be placed facing the candidate.

It is important to check audibility levels before recording begins; adjustments to the volume control during an examination should normally be avoided. Care should be taken to avoid extraneous noise and long gaps. Checks should be made throughout the oral testing session to ensure that voices are clearly audible.

Once the oral test has begun the recording should run without interruption.

Each CD should begin with a clear statement by the Examiner as follows:

| | |
|----------------|-------------------------------|
| Centre Number: | [e.g.] SZ 404 |
| Centre Name: | [e.g.] Salesian High |
| Examination: | 202 Junior Certificate French |
| Examiner Name: | [e.g.] Mr A. Nhleko |
| Date: | [e.g.] 1 October 2024 |

Each candidate recorded should be clearly indicated on the recording by the teacher as follows:

| | |
|-------------------|----------------------------|
| Candidate Number: | [e.g.] 0014 |
| Candidate Name: | [e.g.] Temtsimba Hlatjwako |

At the end of the sample the Examiner should state clearly 'End of Sample'.

the CD is dispatched, spot checks must be made to ensure that every candidate is clearly audible. The contents of each CD must be clearly labelled.

GENERAL ADVICE

15. Please bear the following in mind when marking:

Be objective. Do not allow any knowledge of a candidate's personality and attitudes to influence objective assessment. For example, knowledge that a candidate is very conscientious in her homework is irrelevant in assessing her oral test. If the candidate's performance is affected because s/he faces difficult circumstances or personal problems at the time of the test this is a matter to be dealt with via Special Considerations procedures, for which Exams Officers at Centres complete separate documentation. Oral Tests Examiners must not make any separate allowance themselves in such cases.

Be realistic. Remember that it is not necessary for a candidate to be of native speaker standard to be given maximum marks within any single category. But knowledge of a candidate's first language must not lead a marker to ignore particular habitual errors and overlook in accuracy.

Be consistent. It is important that the marking criteria are applied in the same way for all the candidates at the Centre, so that a reliable rank order for the Centre is obtained.

Be positive. Marking the test should be seen as giving credit for what candidates can do, not penalizing them for what they cannot do. This does not mean that matters of inaccuracy, such as, grammar and pronunciation are to be overlooked. It is a reminder that the Junior Secondary French Language oral test is intended to credit positive achievement.

16. To conduct oral tests effectively, good Examiners:

- always put candidates at ease from the outset (smiling as candidates enter the room, indicating where they should sit etc.) while maintaining a clear sense that the oral test is being conducted in a formal examination situation.
- never walk about or distract candidates.
- always appear interested.
- never interrupt candidates.
- never correct mistakes.
- never show undue surprise or impatience.
- never indicate their opinion of candidates' performance during or after the oral test – a good Examiner will normally send a candidate out of the test smiling, no matter how good or bad the candidate's performance has been.

APPENDIX 3: MARKING CRITERIA

A. MARKING CRITERIA – Guided Interview

Give a mark out of 5 for the Communicative Language Competence Aspect. Then out of 3 marks for the Linguistic Competence Aspect, give 1 mark for the Lexical aspect, 1 mark for the Morphosyntactical aspect and 1 mark for the Phonological aspect. The total mark is out of 8.

| MARK | Communicative Language Competence Aspect |
|-------------|---|
| 5 | <p>Can effortlessly introduce him/herself and others and can ask and answer questions using clearly formulated sentences about personal details such as where he/she lives, people he/she knows and things he/she has etc.</p> <p>Can understand and use familiar everyday expressions and basic phrases aimed at talking about his/her immediate environment.</p> <p>Can adequately provide 3 (three) precise details on a particular theme.</p> |
| 4 | <p>Can adequately introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has etc.</p> <p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>Can provide 3 (three) precise details on a particular theme.</p> |
| 3 | <p>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has etc, but demonstrates noticeable errors.</p> <p>Can interact in a simple way provided the Examiner talks slowly and clearly and repeats questions.</p> <p>Can provide 3 (three) details on a particular theme with limited clarity.</p> |
| 2 | <p>Has noticeable difficulty introducing him/herself and others and asking and answering questions about personal details such as where he/she lives, people he/she knows and things he/she has etc.</p> <p>Has difficulty interacting even though the Examiner talks slowly and clearly and repeats questions.</p> <p>Can provide some detail on a particular theme with very limited clarity.</p> |
| 1 | <p>There is little or no attempt at introducing him/herself and others and asking and answering questions about personal details such as where he/she lives, people he/she knows and things he/she has etc.</p> <p>Little or no interaction.</p> <p>Can provide minimal detail on a particular theme with no clarity which hinders comprehension.</p> |

Linguistic Competence Aspect

| i) Lexical aspect | |
|--------------------------|--|
| 1 | Can use a sufficient repertoire of words and simple phrases related to personal details and particular concrete situations. |
| 0 | Can use an insufficient repertoire of words and simple phrases related to personal details and particular concrete situations. |

| ii) Morphosyntactical aspect | |
|-------------------------------------|---|
| 1 | Can use simple grammatical structures effectively. |
| 0 | Can use very limited grammatical structures which affects both communication and comprehension. |

| iii) Phonological aspect | |
|---------------------------------|--|
| 1 | Pronunciation, stress and intonation are clear. May self-correct with no interruption of flow. |
| 0 | Pronunciation, stress and intonation restrict comprehension. |

APPENDIX 4: MARKING CRITERIA

B. MARKING CRITERIA – General Conversation

Give a mark out of 5 for the **Communicative Language Competence Aspect**. Then out of 3 marks for the **Linguistic Competence Aspect**, give 1 mark for the **Lexical aspect**, 1 mark for the **Morphosyntactical aspect** and 1 mark for the **Phonological aspect**. The total mark is out of 8.

| MARK | Communicative Language Competence Aspect |
|-------------|--|
| 5 | Can initiate and maintain very fluently a general conversation by asking the Examiner clear and correct simple questions about his/her personal details. Can effortlessly use a variety of question forms to ask about the Examiner personal details. |
| 4 | Can initiate and maintain a general conversation by asking the Examiner clear and simple questions about his/her personal details. Can correctly use a variety of question forms to ask about the Examiner's personal details. |
| 3 | Can initiate and maintain a general conversation by asking the Examiner simple questions with some difficulty about his/her personal details. Can use a limited variety of question forms to ask about the Examiner's personal details. |
| 2 | Can initiate a general conversation by asking the Examiner simple questions about his/her personal details, but has difficulty in maintaining the conversation. Structures of questions will generally be very simple, limited and with errors which will restrict communication. |
| 1 | Can initiate and maintain with difficulty a general conversation by asking the Examiner incoherent simple questions about his/her personal details. Can attempt to pose properly-structured questions but little or no communication is achieved. |

Linguistic Competence Aspect

| i) Lexical aspect | |
|--------------------------|---|
| 1 | Can use sufficient simple question forms related to personal details. |
| 0 | Can use insufficient question forms related to personal details. |

| ii) Morphosyntactical aspect | |
|-------------------------------------|---|
| 1 | Can use simple grammatical structures effectively. |
| 0 | Can use very limited grammatical structures which affects both communication and comprehension. |

| iii) Phonological aspect | |
|---------------------------------|--|
| 1 | Pronunciation, stress and intonation are clear. May self-correct with no interruption of flow. |
| 0 | Pronunciation, stress and intonation restrict comprehension. |

APPENDIX 5: MARKING CRITERIA

C. MARKING CRITERIA – Role Play

Give a mark out of 6 for the Communicative Language Competence Aspect. Then out of 3 marks for the Linguistic Competence Aspect, give 1 mark for the Lexical aspect, 1 mark for the Morphosyntactical aspect and 1 mark for the Phonological aspect. The total mark is out of 9.

| Mark | Communicative Language Competence Aspect |
|------|--|
| 6 | Can ask or offer goods and services during a transaction confidently and with ease. Can effectively give simple instructions on daily transactions on goods and services. Can effortlessly establish social contact by respecting social norms and etiquette. |
| 5 | Can ask or offer goods and services during a transaction with relative ease. Can give simple instructions on daily transactions on goods and services. Can establish social contact by respecting social norms and etiquette. |
| 4 | Can ask or offer goods and services during a transaction with minor errors, but self-corrects. Can give simple instructions on daily transactions on goods and services with noticeable errors. Can establish social contact by respecting social norms and etiquette but occasional confusion is evident. |
| 3 | Can ask or offer goods and services during a transaction with noticeable errors. Can give instructions on daily transactions on goods and services with errors which hinder meaning to some extent. Can establish social contact by respecting social norms and etiquette with minimal success. |
| 2 | Can ask or offer goods and services during a transaction but has difficulty, which restricts communication. Can give simple instructions on daily transactions on goods and services but struggles to communicate. Cannot adequately establish social contact as respect for social norms and etiquette is not systematic. |
| 1 | Can ask or offer goods and services with very limited success. Can give simple instructions on daily transactions on goods and services with great difficulty. Limited or no attempt is made at establishing social contact as there is little or no respect for social norms and etiquette. |

Linguistic Competence Aspect

| i) Lexical aspect | |
|--------------------------|--|
| 1 | Can use a sufficient repertoire of words and simple phrases related to personal details and particular concrete situations. |
| 0 | Can use an insufficient repertoire of words and simple phrases related to personal details and particular concrete situations. |

| ii) Morphosyntactical aspect | |
|-------------------------------------|---|
| 1 | Can use simple grammatical structures effectively. |
| 0 | Can use very limited grammatical structures which affects both communication and comprehension. |

| iii) Phonological aspect | |
|---------------------------------|--|
| 1 | Pronunciation, stress and intonation are clear. May self-correct with no interruption of flow. |
| 0 | Pronunciation, stress and intonation restrict comprehension. |

APPENDIX 7:

A. INSTRUCTIONS FOR COMPLETING ORAL ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in order and show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Indicate the Oral Assessment for **THE GUIDED INTERVIEW, GENERAL CONVERSATION** and **SITUATIONS FOR THE ROLE PLAY** used for the candidate.
 - (a) Indicate marks awarded out of a maximum of 8 for **THE GUIDED INTERVIEW (Communicative Language Competence aspect, Linguistic Competence aspect, Lexical aspect, Morphosyntactical aspect and Phonological aspect)**.
 - (b) Indicate marks awarded out of a maximum of 8 for **THE GENERAL CONVERSATION (Communicative Language Competence aspect, Linguistic Competence aspect, Lexical aspect, Morphosyntactical aspect and Phonological aspect)**.
 - (c) Indicate marks awarded out of a maximum of 9 for **THE ROLE PLAY (Communicative Language Competence aspect, Linguistic Competence aspect, Lexical aspect, Morphosyntactical aspect and Phonological aspect)**.
 - (d) In the column headed 'Total Mark', add the marks to present a total out of 25.
4. Where there is more than one teacher conducting the Oral Assessment, internal moderation may be done by a senior teacher. Marks for internal moderation are written in the last column.
5. The teacher completing the form and the internal moderator (where appropriate) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. The Examinations Council of Swaziland (ECESWA) sends the Oral Assessment Summary Form to each Centre showing the names and index numbers of each candidate.
2. Dispatch the following to ECESWA:
 - Recorded CD with all candidates' work and
 - Summary Form

This exam material must be dispatched in the specially provided envelope to ECESWA as soon as possible.

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