



Examinations Council  
of Eswatini

# EPC

ESWATINI PRIMARY CERTIFICATE

## Syllabus

For Examination In 2025 - 2027

**French**

**Subject Code: 434**

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## INTRODUCTION

The Eswatini Primary Certificate (EPC) syllabuses are designed as three-year courses for examinations in Grade Seven. The French Language syllabus assumes that candidates have been through a Primary school programme of language learning. However, for candidates who may have started later on in the programme, means must be made to bridge the gaps, so that the candidates meet the required examination syllabus level.

The French language is an elective subject in the school curriculum of the Kingdom of Eswatini. The content of the syllabus is arranged under various headings and should be read overall as encouraging a communicative and appropriately integrated approach to language learning and teaching. It also recognizes that language learning is a complex process, involving the interplay of listening, speaking, reading and writing skills, underpinned by knowledge of the 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.

This syllabus will act as an instrument that will guide summative assessment in the classroom, as well as examinations.

### **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 Eswatini is a member e.g. Southern African Development Community (SADC), Common Market for Eastern and Southern Africa (COMESA), African Union (AU) etc. Proficiency in French will assist Eswatini to engage efficiently with the French speaking world.
- Studying French provides candidates with a language foundation for continuing education locally and internationally.
- French presents candidates with opportunities for intellectual stimulation and enjoyment.
- French provides candidates with the opportunity to understand and appreciate cultural diversity, as well as to live responsibly in an interdependent world.

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

- Aims
- Assessment Objectives
- Scheme of 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 EPC Examination. They are not listed in order of priority.

The aims are to enable the candidates to:

1. communicate and function efficiently in situations where French is required;
2. become mindful of the nature of the language and that language learning skills are transferable to other learning areas;
3. develop an awareness of the importance of the French Language as a medium of international communication;
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 which are practised by the candidates using the following skills; listening, speaking, reading and writing. The syllabus recognises that these skills are interrelated.

### **LISTENING AND RESPONDING**

Candidates will be assessed on their ability to:

- L1** understand and respond to information presented in a variety of forms and registers
- L2** select and organise information relevant to specific purposes
- L3** recognise, 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 compare facts and ideas
- R4** deduce information from texts

### **WRITING**

Candidates will be assessed on their ability to:

- W1** communicate effectively using short, simple answers
- W2** communicate clearly, accurately and appropriately using given texts or pictures
- W3** write simple prose for description and narration
- W4** write coherent and cohesive texts
- W5** use language and register that is appropriate to the audience and context
- W6** employ accurate grammatical structures such as punctuation and spelling

ESWATINI PRIMARY CERTIFICATE FRENCH  
SYLLABUS 2025-2027

**SPECIFICATION GRID**

Objectives Paper	R1	R2	R3	R4	W1	W2	W3	W4	W5	W6	L1	L2	L3	S1	S2	S3
1 Section Exercise 1						✓				✓	✓	✓	✓			
1 Section Exercise 2										✓	✓	✓				
1 Section Exercise 3										✓	✓	✓				
1 Section 2 Exercise 1	✓	✓	✓	✓	✓	✓										
1 Section 2 Exercise 2	✓	✓	✓	✓	✓	✓		✓		✓						
2 Section 1	✓	✓			✓	✓										
2 Section 2					✓	✓	✓	✓	✓	✓						
2 Section 3	✓	✓	✓	✓		✓	✓	✓	✓	✓						

## SCHEME OF ASSESSMENT

The examination has three (3) compulsory papers.

<b>PAPER</b>	<b>DURATION OF THE EXAMINATION</b>	<b>WEIGHTING</b>
<b>PAPER 1 LISTENING &amp; READING COMPREHENSIONS</b>	<b>1 hour</b>	<b>25%</b>
LISTENING COMPREHENSIONS	<b>30 minutes</b>	
READING COMPREHENSIONS	<b>30 minutes</b>	
<b>PAPER 2 WRITING</b>	<b>45 minutes</b>	<b>25%</b>
<b>PAPER 3 SPEAKING</b>	School based assessment <b>10-15 minutes</b>	<b>50%</b>
	<b>2 hours</b>	<b>100%</b>

## DESCRIPTION OF PAPERS

**PAPER 1 LISTENING & READING COMPREHENSIONS** (1hour) consisting of 25 marks.

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

No additional materials are required.

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

**SECTION 1 LISTENING COMPREHENSIONS** (15 Marks) Assessment Objectives L1, L2 and L3

Candidates will be required to listen and answer questions on three (3) short texts and pictures, based on everyday life situations. The recording will be heard twice. The maximum length of the recording: 7 minutes

**Exercise 1** (5 marks)

Candidates will be required to listen to a series of messages. Then candidates will write down the number of the corresponding picture or text.

**Exercise 2** (5 marks)

Candidates will be required to listen to a short text and answer a variety of questions appropriately.

**Exercise 3** (5 marks)

Candidates will be required to listen to a dialogue. Then candidates will answer a variety of questions appropriately.

**SECTION 2 READING COMPREHENSIONS** (10 marks) Assessment Objectives R1, R2, R3, R4, W1, W2, W4 and W6.

Candidates will be required to read a variety of short texts based on everyday life situations. Then candidates will answer questions that require different answer formats which include multiple choice, true or false, amongst others.

**Exercise 1** (5 marks) Assessment Objectives R1, R2, R3, R4, W1 and W2.

Candidates will be required to read and answer a variety of questions based on a short text of 100-110 words. Then candidates will choose the correct answer.

**Exercise 2** (5 marks) Assessment Objectives R1, R2, R3, R4, W1, W2, W4 and W6.

Candidates will be required to read a comprehension text of 120-140 words. Then candidates will answer the comprehension questions.



**PAPER 2 WRITING** (45 minutes) consisting of 25 marks.

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

No additional materials are required.

The paper is divided into **three (3) compulsory sections**.

**SECTION 1 INFORMATION TRANSFER** (10 marks) Assessment Objectives R1, R2, W1 and W2

Candidates will be required to read a short text of 70 - 80 words and fill in the blank spaces with the correct information from the text.

**SECTION 2 PICTURE DESCRIPTION** (5 marks) Assessment Objectives R1, R2, W2, W3, W4, W5 and W6

Candidates will be required to write five different sentences based on the picture provided.

**SECTION 3 CONTINUOUS WRITING** (10 marks) Assessment Objectives R1, R2, W2, W3, W4, W5 and W6

Candidates will be required to write approximately 70 - 80 words in continuous prose responding to a given situation.

**PAPER 3 SPEAKING (approximately 10-15 minutes) consisting of (50 marks)**

Assessment Objectives S1, S2 and S3

Oral tests are a school-based assessment which is conducted **before** the main examination session, as scheduled 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) Copies of Guided Interview questions, Reading texts of about 60-70 words and Response cards with Notes for Teacher/Examiner.

The total duration for the oral test is approximately 10-15 minutes, made-up of:

- A non-assessed 'warm-up' conversation (1 minute)
- Guided interview which is assessed (5 minutes)
- Preparation time for the Reading (2 minutes)
- Actual Reading and Response (3 minutes)
- Preparation time for Selection of cards (1 minute)
- Question and Response to cards (3 minutes)

Internal assessment will be conducted by a Teacher/Examiner approved by the Examinations Council of Eswatini at the examination centre using the Oral Assessment guidelines and Marking Criteria (see Appendix 2: General Notes on Conducting and Recording the Tests). The tests will then be moderated by ECESWA.

Each examination centre selects the Teacher/Examiner who will conduct and assess the Speaking tests. This is usually the French Language teacher, but it could be someone from outside the Centre for exceptional cases.

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

## **CURRICULUM CONTENT**

Learners will develop all skills in the curriculum content outlined below:

### **Listening Competencies**

All candidates should be able to:

- identify the purpose, key words, main ideas whilst listening to information on a given theme;
- demonstrate general comprehension of the themes and use this information for specific purposes;
- identify relationships between ideas, facts and opinions;
- show awareness of variations in register.

### **Speaking Competencies**

All candidates should be able to:

- demonstrate competence in a range of speech activities (e.g. ask questions and respond to themes within everyday life situations etc.);
- sustain a conversation;
- use appropriate register.

### **Reading Competencies**

All candidates should be able to:

- demonstrate the ability to use specific information from a variety of texts;
- scan for particular information, organize and present it in a logical manner;
- interpret pictures, diagrams and other graphic materials.

### **Writing Competencies**

All candidates should be able to:

- carry out writing tasks in response to a stimulus;
- identify, organise and present information in a specific form;
- use spelling patterns appropriately;
- use punctuation correctly in all written work.

## Appendix 1: NOTES ON THE ADMINISTRATION OF THE LISTENING TEST

Centres will be supplied with one Compact Disk (CD) for every **thirty (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 (30) 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 (30) 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.**

### Conducting 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 point where it was stopped. 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: GENERAL NOTES ON CONDUCTING AND RECORDING THE TESTS

1. The oral tests take place in the period before the main examination session as notified on the timetable.
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 at ECESWA.

4. For centres with 30 or fewer candidates, there should normally be just one Examiner. Each centre will select its own Examiner. This is normally a teacher within the French department, but could be someone local from outside the centre, in exceptional cases. ECESWA is not responsible for any fees agreed.

Centres with more than 30 candidates may use more than one Examiner (applying the ratio of an additional Examiner for each 30 candidates). If using more than one Examiner, internal moderation must be carried out by the centre so that a common standard is applied to all candidates.

5. Centres receive a pack of Examiner's Notes and instructions, Guided interview questions, Reading texts, and Response cards. Teachers/Examiners responsible for conducting the oral tests should familiarise themselves with these materials **a day** before the tests are held. Whilst preparing for the examination, the Teacher/Examiner must look through the Oral Assessment pack for the following: Guided interview questions, Reading texts, and Response cards with Notes for Teacher/Examiner, 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 sample on CD(s); (b) completed Oral Examination Summary Form(s), attendance register, mark sheets:

### (a) Recorded sample

Each Centre should provide the recording of **all** the candidates in a Centre.

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) Preparation Time: The Examiner gives each candidate **three** minutes to prepare for the Oral test. **No written notes should be made.** The recorder should be paused by the Examiner while the candidate prepares for the Reading (2 minutes) and the Selection of cards (1 minute). He/she should indicate this by saying 'the recording will now be paused' so that the External Moderator knows that the candidate is being given time to prepare. The Examiner presents the candidate with three sets of cards which have four words. The candidate picks **one (1)** set. At this point, the candidate will also receive two Reading Texts.
- (c) 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.
- (d) Guided interview (5 minutes): This component has **two (2) compulsory themes**, amounting to a total of **ten (10)** questions using the informal (tutoyer) or formal (vouvoyer) question forms. In the **first** theme, the candidate is expected to talk about himself/herself by responding to **five (5)** personal questions on the following: name, age, nationality, birthday, place of residence, personality and a hobby asked by the Examiner. For the **second** theme, the Examiner will ask the **five (5)** questions provided. The Examiner is required to respect, as far as possible, the order of questions provided. He/she should feel free to rephrase and to encourage the candidate, if necessary.
- (e) The Examiner must indicate to the candidate the point of transition from the Guided Interview to the Reading texts.
- (f) Reading Texts (4 minutes): The candidate will read the **first** text aloud. Then the Examiner will ask the candidate **three (3) questions** based on the first text. The candidate will respond to each of the questions asked. The same procedure will be followed for the **second** text. For each reading, the Examiner should **only listen and not interrupt**. The candidate should be given approximately **four (4)** minutes for this activity.  
**Note to Examiner:** Candidates should not see the questions to be asked for the Reading activity.
- (g) The Examiner must indicate to the candidate the point of transition from the Reading texts to the Question and answer activity.
- (h) Question and answer (3 minutes): The candidate will ask questions based on the information on the cards. **The Examiner is expected to answer the four (4) questions asked by the candidate.** The candidate should be given approximately **three (3)** minutes for this activity.

**The total duration of the oral test, from the beginning of (C) to the end of (H), should be approximately 10-15 minutes.**

**Note that only (D), (F) and (H) 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. In the Question and Answer, the candidate will select **one (1)** set from the **three (3)** provided.
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.
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. The warm-up session of the test also provides an opportunity to check audibility. 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.

With the exception of a permitted pause during the candidate's preparation (see Section 8 above), 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.] 3030
Centre Name:	[e.g.] St. Augustine Primary School
Examination:	434 Eswatini Primary Certificate French
Examiner Name:	[e.g.] Mrs S. Mavuso
Date:	[e.g.] 1 October 2025

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

Candidate Number:	[e.g.] 0014
Candidate Name:	[e.g.] Vuyisile Maseko

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

Before 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 in, for example, grammar and pronunciation are to be overlooked but is a reminder that the Eswatini Primary French Language oral test is intended to credit positive achievement.

**16.** To conduct oral tests effectively, good Examiners:

- always put candidates at their 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, even in mundane matters.
- never interrupt with their own views.
- never correct mistakes.
- never show undue surprise or impatience.
- never give the impression that there must be 'right' answers to questions.
- always bring the best out of their candidates by asking 'open' questions which allow candidates to respond at length, not strings of 'closed' questions prompting yes/no answers.
- never conduct the oral test as if it is a test of knowledge.
- 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 – Guided Interview**

**MARKING CRITERIA – Guided Interview**

Give a mark out of 6 for the Communicative Language Competence Aspect. Then out of 4 marks for the Linguistic Competence Aspect: give 1 mark for the Lexical Aspect, 1 mark for the Morphosyntactic Aspect, 1 mark for Pronunciation and 1 mark for Fluency. The total mark is out of ten (10).

MARK	Communicative Language Competence Aspect
6	Can effortlessly answer questions using well formulated sentences about a given theme, providing accurate and precise information. Can understand and use familiar everyday expressions confidently.
5	Can adequately answer questions using well formulated sentences about a given theme, providing accurate and precise information. Can understand and use familiar everyday expressions appropriately.
4	Can answer questions using basic sentences about a given theme, providing relevant information. Can understand and use familiar everyday expressions.
3	Can answer questions using basic sentences about a given theme, providing some information. Can understand and use familiar everyday expressions with limited clarity.
2	Can answer questions using very basic sentences about a given theme, providing limited information. Can understand and use familiar everyday expressions with very limited clarity.
1	Has difficulty using sentences about a given theme limited. Little or no information provided.

**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) Morphosyntactic Aspect	
1	Can use simple grammatical structures effectively.
0	Can use very limited grammatical structures which affects both communication and comprehension.

<b>(iii) Pronunciation</b>	
1	Pronunciation, stress and intonation are clear. May self-correct with no interruption of flow.
0	Pronunciation, stress and intonation restrict comprehension.

<b>iv) Fluency</b>	
1	Can sustain a conversation with no interruption.
0	Cannot sustain a conversation, gives very limited or no responses.

#### Appendix 4 MARKING CRITERIA – Reading Texts

Give a mark out of 10 for each Reading text. For phrasing and pacing, give 3 marks. For answers based on the text, give 3 marks. For the Linguistic Competence Aspect, give 4 marks: 1 mark for the Lexical Aspect, 1 mark for the Morphosyntactic Aspect, 1 mark for Pronunciation and 1 mark for Fluency. The total mark is out of ten (10).

Mark	Phrasing and Pacing
3	Reading is well-phrased mostly in clause and sentence units, which augment clarity of meaning and expression. Punctuation is used effectively. Pace is consistent and appropriate.
2	Reading contains noticeable unevenness with pauses and breaks at unexpected times; meaning and expression are affected. Little attention is paid to punctuation.
1	Reading is done word-by-word with little meaning being conveyed. No attention is paid to punctuation.

#### Note:

Answers will be provided on the Examiner's notes. The answers will respond to the Reading text.

Question	Total Marks for this section (3)	
Question 1	Answered (1)	Not answered correctly (0)
Question 2	Answered (1)	Not answered correctly (0)
Question 3	Answered (1)	Not answered correctly (0)

#### Linguistic Competence Aspect

Total Marks for this section (3)

(i) Lexical Aspect	
Mark	
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.

<b>(ii) Morphosyntactic Aspect</b>	
<b>Mark</b>	
1	Can use simple grammatical structures effectively.
0	Can use very limited grammatical structures which affects both communication and comprehension.

<b>(iii) Fluency</b>	
<b>Mark</b>	
1	Can sustain a conversation with no interruption.
0	Cannot sustain a conversation, gives very limited or no responses.

<b>(iv) Pronunciation</b>	
<b>Mark</b>	
1	Pronunciation and intonation are clear. Able to apply stress, timing and intonation patterns. Self-corrects with minor interruption of flow.
0	Pronunciation and intonation cause communication difficulty. Rarely or never self-corrects.

**Appendix 5 MARKING CRITERIA – Question and Answer**

**Give a mark out of 6 for the Communicative Language Competence Aspect. Then out of 4 marks for the Linguistic Competence Aspect, give 1 mark for the Lexic Aspect, 1 mark for the Morphosyntactic Aspect and 1 mark for the Phonologic Aspect. The total mark is out of ten (10).**

<b>MARK</b>	<b>Communicative Language Competence Aspect</b>
<b>6</b>	Can effortlessly ask questions using well formulated sentences about a given theme, providing accurate and precise information. Can understand and use familiar everyday expressions confidently.
<b>5</b>	Can adequately ask questions using well formulated sentences about a given theme, providing accurate and precise information. Can understand and use familiar everyday expressions appropriately.
<b>4</b>	Can ask questions using basic sentences about a given theme, providing relevant information. Can understand and use familiar everyday expressions.
<b>3</b>	Can ask questions using basic sentences about a given theme, providing some information. Can understand and use familiar everyday expressions with limited clarity.
<b>2</b>	Can ask questions using very basic sentences about a given theme, providing limited information. Can understand and use familiar everyday expressions with very limited clarity.
<b>1</b>	Has difficulty forming questions about a given theme. There is little or no information provided.

**Linguistic Competence Aspect**

<b>(i) Lexical Aspect</b>	
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.

<b>(ii) Morphosyntactic Aspect</b>	
1	Can use simple grammatical structures effectively.
0	Can use very limited grammatical structures which affects both communication and comprehension.

<b>(iii) Pronunciation</b>	
1	Pronunciation, stress and intonation are clear. May self-correct with no interruption of flow.
0	Pronunciation, stress and intonation restrict comprehension.

<b>(iv) Fluency</b>	
1	Can sustain a conversation with no interruption.
0	Cannot sustain a conversation, gives very limited or no responses.

# Appendix 6



**FRENCH**  
**Oral Examination Summary Form**  
**EPC 434/03**

Please read the instructions printed overleaf and in the Instructions and Mark Scheme before completing this form.

Centre Number											2	0	2	4		
Candidate Number	Candidate Name	Teaching Group/Class	Guided Interview A (max 10)		Guided Interview B (max 10)		Text Number	Reading Text A (max 10)		Reading Text B (max 10)		Question and Answer (max 10)		Total Mark (max 50)	Externally Moderated Mark (max 50)-	
			6	4	6	4		7	3	7	3	6	4			
Name of teacher completing this form								Signature				Date				
Name of internal moderator (where applicable)								Signature				Date				

## 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, READING TEXTS** and **QUESTION AND ANSWER used** for the candidate.
  - (a) Indicate marks awarded out of a maximum of 20 for **THE GUIDED INTERVIEW (Communicative Language Competence Aspect, Linguistic Competence Aspect, Lexical Aspect, Morphosyntactic Aspect and Pronunciation and Fluency)**.
  - (b) Indicate marks awarded out of a maximum of 20 for **READING TEXTS (Communicative Language Competence Aspect, Linguistic Competence Aspect, Lexical Aspect, Morphosyntactical Aspect and Pronunciation and Fluency)**.
  - (c) Indicate marks awarded out of a maximum of 10 for **QUESTION AND ANSWER (Communicative Language Competence Aspect, Linguistic Competence Aspect, Lexical Aspect, Morphosyntactical Aspect and Pronunciation and Fluency)**.
  - (d) In the column headed 'Total Mark', add the marks to present a total out of 50.
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.



## **APPENDIX 7 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
  - Summary Form
  - Attendance Register and
  - Examiner Marksheet

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