

## **FRENCH 2**

### **1. GENERAL COMMENTS**

The standard of the questions has been maintained and tested candidates' ability to read, understand, analyse the questions well enough to write and free-flowing composition.

The pictures were very clear, giving candidates no problem in narrating the story.

Candidates' performance has improved slightly especially in the area of content. The good candidates performed very well. They understood the outline in question 1 and the questions in question 2 and therefore, scored high marks.

There were however many others whose performance was just average.

### **2. A SUMMARY OF CANDIDATES' STRENGTHS**

Candidates' strengths ranged from control of language to adequate content and well planned compositions. For language, the good candidates paid particular attention to spelling with the correct accents and endings. Whenever a mistake was made, it was cancelled and rewritten. They also used the correct gender and pronouns, articles and prepositions as well as a few idiomatic expressions.

They planned their responses in a way that made their compositions free flowing. They did not have any irrelevant points and therefore, did not go further than the sixty words required. Their sentences were short and simple with correct positioning of words, for example, adjectives and adverbs. They seemed very confident and therefore followed the guidelines and questions strictly, in order not to falter in any way.

### **3. A SUMMARY OF CANDIDATES' WEAKNESSES**

Candidates were unable to give the correct pronoun to answer questions involving the pronoun 'vous'. They used 'vous' instead of 'je' or 'nous'. They were probably more used to 'tu'. They had problems with concord, especially with the possessive adjectives. This may be due to the use of wrong gender and also interference of English where there is no gender. Some also used 'il' instead of 'je'.

In the area of verbs; they had problems with conjugations, especially the verbs 'faire' and 'voir'. Some used plural endings for singular subjects. Some used 'être' as auxiliary verb for the present tense. Some essays were too long. They lost all grammar marks.

Lack of vocabulary was a big challenge. Some of them used English as short cut. That also prevented them from following the guidelines and questions.

The verb 'voir' for example was misunderstood. Some thought it meant 'voyager'. Some only copied questions.

There were deviations as some wrote on 'Myself', 'My family', 'My country', 'My weekend', etc. Some even wrote letters. Though the topic was in English, they did not write on that. Some used the wrong tenses; the past and the future.

#### **4. SUGGESTED REMEDIES**

Teachers have a bigger role to play. They must first of all do a lot of comprehension exercises so that from the passages candidates will learn vocabulary. From these passages, essays should be written so that the vocabulary learnt is used in the compositions in class. These can also be used in regular class tests to give candidates the confidence to write compositions. It is known that many candidates have a phobia for essay writing so if teachers start them early, it will help the candidates in the use of grammar, vocabulary and expressions.

The important thing is to start early from JHS 1 or even at the primary level where French is taught.

Teachers should discourage candidates from writing very long essays to avoid losing all the grammar marks. They should also insist on them writing essays and not writing words or sentences and numbering them. They should encourage the reading of supplementary readers instead of pamphlets. They should not concentrate so much on translation.

#### **5. DETAILED COMMENTS**

**Question 1: Write a composition in French about how you normally spend the long vacation.**

**The outline:**

(a) Quand les grandes vacances commencent (When the long vacation begins).  
This was well answered by many candidates. Some gave the specific date. Others only gave the month. However, this question exposed candidates' inability to write date in French. Some only gave the day; e.g. 'jeudi'. This was probably because some schools have days on which they go on holidays.

(b) La durée des grandes vacances (How long are the holidays?)

Those who understood the question answered it well. Some thought 'durée' meant 'during' and therefore did not answer it well.

- (c) Le lieu où vous passez les grandes vacances (Where the holidays are spent)  
It was well-answered by many candidates.
- (d) Les personnes avec qui vous passez les grandes vacances (The people with whom you spend the holidays)  
Candidates gave names of friends and relatives, even teachers. But to some candidates, it meant the number of people so they gave the number instead of the names.
- (e) Ce que vous faites pendant ces vacances (What you do during the holidays)  
Candidates answered it well.
- (f) Les lieux que vous visitez (Places visited)  
Candidates gave names of places visited. Some only gave one place. Others also gave names of people instead of places.
- (g) Ce que vous voyez à ces lieux (What was seen at those places)  
Some said what they saw. They gave two or more as the marking scheme stated. Others gave only one thing. Those who thought 'voir' meant 'voyager' gave names of places to which they travelled.
- (h) Ce que vous faites avec vos nouveaux amis/nouvelles amies (Ce What you do with your new friends)  
Some described the activities they undertook, such as playing football, visiting other friends etc.
- (i) Quand les grandes vacances se terminent (When holiday ends)  
Candidates answered it well but dates were not written well.
- (j) Dites si vous aimez les vacances et pourquoi (Say whether or not you like the long vacation and why)  
They all said they liked it and gave various reasons. In this answer, 'aimer' was confused with 'amie'. Some candidates wrote it in the past, others in the future.
- Question 2: Study carefully the pictures labelled A to F and narrate the story about Kofi's accident.**
- (A) (i) D'où vient Kofi? (Where is Kofi coming from?)  
(ii) Qu'est-ce qu'il tient? (What is he holding?)

Most of them said he was coming from the house or the school. A few said he was coming from market and he was holding a bicycle. Spelling posed a problem for many candidates.

- (B) (i) Où est-il maintenant? (Where is he now?)  
(ii) Pourquoi le chauffeur crie? (Why is the driver shouting?)  
They said he was on the road and the driver was shouting because Kofi was near the car. It was difficult to give the reason because they didn't have the appropriate vocabulary to do that.
- (C) (i) Comment est-ce que Kofi roule? (How is he riding?)  
(ii) Qu'est-ce que le vieil homme fait? (What is the old man doing?)  
The good candidates were able to describe this scene correctly. Lack of vocabulary prevented others from answering these questions well. They knew what was happening but could not say it in French and therefore said it in English.
- (D) (i) Qu'est-ce qui arrive à Kofi? (What has happened to Kofi?)  
(ii) Où est-il? (Where is he?)  
Some candidates answered it well by saying that he fell or there was an accident. However, some were confused because of the verb 'arrive'. They all said he was on the road or on the ground.
- (E) (i) Où est-ce qu'on met Kofi? (Where was Kofi carried?)  
(ii) Où est-ce qu'on l'amène? (Where was he taken?)  
The picture helped candidates to answer these questions correctly.
- (F) (i) Qui sont près de Kofi? (Who are near him?)  
(ii) Où est-il blessé? (Where was he hurt? (part of body)).  
Candidates gave names of those who went to the hospital and not necessarily near Kofi. They also said his leg or foot was broken. Others gave other parts of the body which were broken. Some thought 'blesser' meant 'to bless'.

Many candidates put in a lot of effort to answer those questions or to follow the guidelines for writing the compositions as expected. Teachers should encourage their future candidates to do the same.