

FRENCH

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years. Both essays, Q1 and Q2, were topical and within the scope of the syllabus. The candidates were expected to choose **ONE** and write an essay of between 60 and 80 words long. Guidelines were provided to be developed into a composition. Question 1, **Mon pays** was well handled by many candidates. Question 2 (picture description) was quite interesting and illustrative.

General performance of candidates indicated an improvement in the stock of vocabulary.

2. SUMMARY OF CANDIDATES' STRENGTHS

There were highly commendable features in some of the responses which need to be highlighted:

- Many of the candidates adhered to the rubrics. They answered only one question and did not exceed the required number of words.
- Conjugation of -ER verbs was better done this year by most of the candidates. Many of them handled the conjugation of “s'appeler” and “se brosser” very well.
- Although just a few candidates opted for question 2, there were outstanding performances. Some pictures which demanded very logical interpretations were properly described by some candidates. Some gave diverse and interesting information under the picture. Others added humour to the description of the pictures.
- In question 1, the expression of the country's name was well done. The essay was quite topical and, therefore, many candidates understood the question very well.
- In 2D, the expression of a boy brushing his teeth was well done in French. Many gave the same answers as “Johnny se brosse les dents”
- Cases of deviation were remarkably few because many candidates followed the guidelines rigidly.
- Most of the candidates were good with their spelling as just some few mistakes were made in this regard.

3. **SUMMARY OF CANDIDATES' WEAKNESSES**

In spite of the commendable features noticed in the answers of some candidates, there were still some weaknesses:

Some candidates were not conversant with the conjugation of -ER verbs in the present indicative tense.

- A few of the candidates struggled with the conjugation of some common irregular verbs such as “aller” “être” and “avoir” etc.
- Many candidates were not familiar with the reflexive verbs. In Question 2B (ii), candidates could not differentiate between the use of “se reveiller” and “reveiller”. They could, therefore, not structure their sentences well.
- Many candidates ignored accents. For instance, “a” and “à” were used interchangeably and indiscriminately.
- Although candidates were expected to develop the outlines into essays, some opted to compose their own essays apparently based on some model essays they had memorised.
- The very weak candidates simply copied the comprehension passage or part thereof and so scored zero. Some also copied the question items of both essay topics. Some reproduced en bloc some model essays which had no relevance to the topic.
- Despite the clarity of the pictures, some candidates, for lack of vocabulary, wrote some sentences which were quite illogical and incoherent.
- There were still some candidates who tabulated their answers.

4. **SUGGESTED REMEDIES**

- Conscious effort should be made to improve upon candidates' stock of vocabulary to enable them to handle Question 2 confidently. Regular exercises in essay writing will help in this regard. Copious exercises should be set and corrected in time for discussion. Discussion of questions in class must be tailored to reach out to every pupil in class.
- Extensive reading should also be encouraged.
- Over dependence on model essays must be discouraged because candidates do not make the effort to widen their scope of acquisition of vocabulary beyond the model essays.

- Teachers must be encouraged to expose their candidates to the content and form of the BECE past papers. It appeared some candidates had never taken any exercises in picture description. This should be checked.
- Teachers should pay more attention to the teaching of the expression of time in French and the right use of accents.

5. DETAILED COMMENTS

In Question 1, it appeared some candidates had mastered similar essays and, therefore, chose to disregard the guidelines for composition. This led to low scores.

Question 1(a)

Le nom de votre pays.

Candidates were expected to mention the name of their country. Examples of expected answers are:

Mon pays est le Ghana or

Mon pays s'appelle le Ghana

There were, generally, very good answers but many of the candidates wrote the wrong form of “s'appeler” in the present indicative mood.

There were wrong answers like: ‘mon pays s'appelle Ghana’

There were also those who probably confused “le nom” with “s'appeler”. They wrote wrong answers like :**Le nom de mon pays s'appelle le Ghana.**

Question 1(b)

Il y a combien de régions dans votre pays ?

Candidates were expected to indicate the number of regions in their country in figures or words. Candidates had the option to write out the names of the regions. Examples of expected answers are:

Nous avons dix régions dans mon pays.

Il y a dix régions dans mon pays.

Most candidates wrote correct answers but there were still a few who could neither write the names of their regions nor express the number of regions in French. E.g. “la région de l'ouest” was wrongly written as **la région de western** etc. Accents in **région** were totally ignored.

Question 1(c)

Quelle est la capitale de votre pays ?

Candidates were required to mention the capital town of their country.

An example is : **Accra est la capitale de mon pays**. This question did not pose any problem but some candidates from Ghana, surprisingly, could not mention the capital town of Ghana.

Question1(d)

Les langues que vous parlez dans votre pays

In this question, candidates were expected to mention some of the languages or the major languages that are spoken in their countries. Some of the responses that were expected include:

Les langues que nous parlons sont “ga”, “fante” et “asante”

Some of the candidates were able to mention the languages in complete sentences.

Others just listed the languages and a few of them mentioned just one language.

Question 1(e)

Les lieux importants de votre pays

What was required here was for candidates to mention some important places in the country like the zoos, waterfalls, banks, hospitals, universities, etc.

Some of the candidates mentioned tourist sites such as, Boti Falls, Aburi Botanical Gardens, Wli Water Falls, etc.

Those who could not answer this question, probably did not understand the word **lieux**

Question 1(f)

Les professions différentes des habitants

Candidates were expected to indicate the professions in French, such as:

Les habitants sont cultivateurs

Les habitants sont commerçants

For lack of vocabulary, many candidates were compelled to mention the professions of people in English. Many failed to provide good answers.

Question 1(g)

Les plats traditionnels de votre pays.

Answers such as, **Les plats traditionnels sont fufu, ampesi etc.** were expected

Many candidates who wrote the local dishes provided good answers but those who attempted to mention some foreign dishes fumbled with their French expressions.

Question 1(h)

Un Festival de votre région

The candidates were expected to provide answers such as, **Le festival de ma région est “Akwasidae” or “Homowo”**

A few of the candidates gave very simple answers and explained what goes on during such festive occasions e.g. **On danse**

Question1(i)

Ce que les jeunes aiment faire

An example of the expected answers is:

Les jeunes aiment faire du sport.

Very good answers were provided. Many candidates were able to mention various activities that occupy the youth.

Question 1 (j)

Pourquoi est-ce que vous aimez votre pays ?

Candidates were expected to give reasons for their love of their countries.

E.g. – J’aime mon pays parce que les gens sont gentils, aimables, travailleurs etc.

Some candidates gave some of the above reasons, but some failed to realize that the question had two segments. Those who ended their answers like: **J’aime mon pays** lost half of the full marks.

Question 2

Candidates were expected to study six different pictures and narrate a story on Johnny’s lateness to school.

Candidates had the opportunity to give diverse interpretations of the pictures. The few who chose the picture description performed well.

Question 2AI and 2AII were well handled. Candidates were able to indicate the location of Johnny and followed it up with the correct answers.

A(i) **Où est Johnny?**

Candidates were expected to indicate the location of Johnny.

Example of an expected answer:

- **Johnny est au lit**
- **Johnny est dans la chambre**

Most of the candidates were able to provide correct answers. But some wrote **Johnny dort** which did not give the location of Johnny.

A(ii) **Qu'est-ce qu'il fait?**

Candidates were expected to use their imagination to describe the activity of Johnny. Examples of expected answers are

Il dort

Il se couche

Il est au lit

. This requirement was generally fulfilled.

B (i) **Quelle heure est-il?**

Candidates were expected to tell the exact time in the picture – a test of their knowledge of time telling in French

Examples of expected answers are:

Il est sept heures et demie

Il est 7 heures et demie

Many lost marks for writing the time in English. The commonest mistake was: **Il est 7 hrs.**

B (ii) **Qui réveille Johnny?**

Candidates were expected to mention any female person who could wake up Johnny.

E.g. “La mère”, “sa mère” or la femme”, ‘la dame’, ‘sa sœur’ etc, could be the subject of that activity.

Example: **La mère réveille Johnny**

In response, many candidates wrote **Sa mère reveille Johnny**. Others also wrote: **La maman réveille Johnny**

There were few who provided wrong answers like, **la mère se lève Johnny**

C **Pourquoi est-ce que Johnny court?**

Candidates were to give reasons why Johnny was running. They had the option to give a lot of reasons. For example:

Johnny court parce qu'il est en retard

Some did not only lack imagination they also lacked the vocabulary to express themselves.

D **Qu'est-ce qui se passe ici?**

Candidates were expected to say what Johnny was doing.

Examples of expected answers are.

Johnny se prepare

Il se brosse les dents.

The clarity of this picture led many candidates to give the same answer. Unfortunately, there were few candidates who could not conjugate "se brosse" in the present tense. There were wrong answers like **Il se brush les dents.**

E (i) **Qu'est-ce que la personne donne à Johnny?**

Candidates were expected to describe and say the possible thing the lady was giving to Johnny. Examples of expected answers are:

Maman donne du thé à Johnny.

La dame donne du thé à Johnny

This question was well understood but poorly answered. There was ample room for diverse interpretation but lack of vocabulary became an impediment to the provision of good answers.

E (ii) **Pourquoi est-ce que cette personne est surprise?**

Candidates were expected to use their imagination to interpret the action of the lady in the picture. Example of an expected answer :

La personne est surprise parce que Johnny refuse de manger

Most of the candidates were not able to answer this question.

F (i) **Enfin, où est-ce que Johnny arrive ?**

Candidates were expected to say the location where Johnny had arrived finally.

Expected answers include: **Johnny arrive à l'école**

Enfin, Johnny arrive à l'école

The majority of the candidates answered this question very well.

F (ii) **Qu'est-ce que le directeur fait à Johnny ?**

The candidates were required to describe what the Headmaster was doing to Johnny.

Le directeur punit Johnny is one of the examples expected.

Most of the candidates answered the question very well by indicating that the Headmaster was lashing Johnny.