

FRENCH 2

1. GENERAL COMMENTS

The standard of the paper was comparable with that of previous years. Simple and easy to understand, the questions were within the scope of the syllabus. Two questions were set and candidates were required to answer one. Both questions carried equal marks. Question 1 was a guided essay and question 2 was a picture description essay.

2. SUMMARY OF CANDIDATES' STRENGTHS

- 1) There was a reduction in the number of candidates who tabulated their answers to form part of their essays. There were also fewer cases of deviation because most of the candidates adhered strictly to the guidelines provided.
- 2) There was improvement in the conjugation of many ER – verbs.
- 3) Some essays were well organized with very good expressions.
- 4) There were a lot of candidates who demonstrated thorough knowledge of time-telling in French
- 5) The adherence to the rubrics of the paper enabled many candidates to write the required length of essay and thereby scoring higher marks.

3. SUMMARY OF CANDIDATES' WEAKNESSES

In spite of the above strengths, there were still some weaknesses such as the following:

- 1) Omission of accents was very noticeable.
- 2) Many candidates struggled to differentiate between 'et' and 'est'.
- 3) Spelling errors were common. Very weak candidates could not even copy correctly certain words from the question paper. For example, "déjeuner" was misspelt by some candidates.
- 4) For lack of expression, some candidates chose to lift some of their answers from the comprehension passage of paper 1.
- 5) Poor handwriting of some of the candidates made their scripts difficult to mark.
- 6) In question 2, some candidates, for lack of expression, misinterpreted the pictures and wrote funny answers.

4. **SUGGESTED REMEDIES**

The following suggestions are aimed at helping the candidates to improve upon their performance in subsequent examinations.

- (1) Candidates should take their time to read through the questions, critically analyze the one they have chosen to make sure that they actually understand it before beginning to write on it.
- (2) They should avoid making hasty conclusions as this usually leads to deviation.
- (3) Teachers of French are advised to explain essay topics to their pupils, through oral questions and answers before asking them to write essays, either as class exercises or as homework. This would help the students to appreciate the need to understand the topic before writing on it.
- (4) Teachers of French and parents should encourage their wards to read simple French materials often so as to enrich their vocabulary. Where there are no textbooks, teachers can, from time to time, write passages suitable for the level of the students on the board for the students to use as reading materials.
- (5) Teachers of French are advised to actively involve their pupils in grammar exercises. They should not only be interested in the written form but should also pay more attention to oral expression.
- (6) Teachers of French are advised to give regular exercises on essay writing to their pupils. These should be marked and the difficulties noted and discussed with the pupils. Corrections should be done orally, led by the teacher.
- (7) Over dependence on model essays must be discouraged among both teachers and candidates.
- (8) Teachers must stress the importance of accents in class.

5. **DETAILED COMMENTS**

Question 1

Candidates were expected to write an essay describing the day when their parents go to work. They were given 10 guidelines (Q1A – Q1J).

Question 1 A – L’heure où vos parents quittent la maison chaque matin.

One example of expected answer was ‘Mes parents quittent la maison à 4 heures’.

This question was well handled by many candidates, but there were a few who lost marks because they substituted 'hrs' for 'heures' in French. Others made mistake in the spelling of 'heure' and in spelling the numbers.

Question 1B - Ce que vous faites après leur départ.

This question expected candidates to say what they did when their parents were not at home. The following were some of the expected answers: 'Je prends le petit déjeuner', 'Je dors', 'Je me brosse les dents' and so on.

Most candidates gave the correct answers. Some of them did not use the correct expression for 'se brosse les dents'. They wrote: 'Je me brosse mes dents.' The correct expression is: 'Je me brosse les dents.'

Question 1C - Ce que vous mangez au petit déjeuner.

Candidates were required to mention the specific meal they take for breakfast.

An example of the correct response was: 'Je mange **du** riz' and not '**le** riz'.

Many candidates gave good answers but omitted articles before foreign dishes and rather introduced articles before the local dishes whose gender is unknown. E.g. Je prends le foufou.

With beverages, the verb "prendre" is the correct verb and not "manger". Some candidates wrote, *Je mange du thé*, *Je mange le café*. Some candidates only wrote the time for breakfast and not the food. For example: 'Je mange le petit déjeuner à 7 heures'.

Question 1 D -Après le repas qui lave assiettes ?

Candidates were required to mention the one who washed the plates.

Here are some of the expected responses: 'Je lave les assiettes', 'Ma sœur lave les assiettes' etc.

This question was well answered except that there were a few who struggled with the correct spelling of 'assiettes'.

Question 1E –Ensuite, le travail que vous faites.

Candidates were required to say what they did next.

Example of expected answer was 'Ensuite, je balaie la sale à manger'.

Many wrote good answers.

Question 1 F- Et après, ce que vous faites.

Here, the candidates were expected to state what they did afterwards.

Some candidates gave good responses, such as 'Je regarde des films' and 'Je fais mon devoir'. Some of them wrote 'Je regarde de télévision' and 'Je regarde à la télévision', which are wrong. The correct expression is 'Je regarde la télévision'.

For the lack of vocabulary, a few candidates used the same expressions as in Question 1(b).

Question 1G - **Comment vous vous amusez ?**

Candidates were expected to say how they enjoyed themselves or had fun.

An example of expected answers was, 'Je regarde la télévision'.

Some gave these correct responses : 'J'écoute la radio', 'Je joue au football', etc.

Some only wrote: 'Je m'amuse'. This does not say how they enjoyed the day.

A few of the candidates misunderstood 'comment'. Consequently, they wrote: 'Nous nous amusons **beaucoup**'.

Question 1 H - **La personne qui prépare le déjeuner**

Candidates were required to mention the one who prepared lunch for the family.

'Quelquefois, je prépare le déjeuner' and 'Maman prépare le déjeuner' were examples of the expected responses. Some candidates gave good responses. For example, 'Ma soeur prépare le déjeuner. A candidate gave an excellent response: '**La mère de mon ami prépare le déjeuner**'. However, many candidates spelt "**déjeuner**" wrongly.

Question 1 I - **Comment vous passez l'après –midi ?**

Candidates were also required to indicate their activities in the afternoon.

One of the expected answers was ' L'après-midi, je regarde la television'.

Many candidates provided the correct response. However, *l'après-midi* was wrongly spelt by most of them.

Question 1 J- **Dites si vous êtes content (e) ou non quand vos parents ne sont pas à la maison.**

The candidates were expected to indicate if they were happy or unhappy when their parents were not at home.

The expected answers include the following : 'Je suis content (e) quand mes parents ne sont pas là' or 'Je ne suis pas content(e) quand mes parents ne sont pas là'.

Even the expression 'Je suis content' alone was enough to score the full mark for the question. Most of the candidates wrote 'Je ne suis pas content(e)' and gave interesting reasons, such as 'La maison est calme', 'J'invite mes amis' and so on.

However, others struggled with constructing sentences to give reasons for being happy.

Question 2

The candidates were required to describe an evening meal of Maman's family with the help of a series of pictures. Many candidates lost marks because they did not adhere to the guidelines provided.

Question 2 a(i)- **Quelle heure est-il ?**

The candidates were required to tell the time indicated in Question 2a(i.) Many candidates answered it correctly as 'Il est trois heures or Il est 15 h'. However, there were a few who wrote 'Il est 3 hrs'. These candidates lost marks for adding 'hrs'.

Question 2a(ii) **Qu'est-ce-que Maman fait ?**

The candidates were expected to state what Maman was doing. An example was 'Maman prépare le repas'. Many candidates answered this question well.

Question 2b(i) **Qui est avec Maman ?**

The candidates were required to mention a female name as the one who was with Maman.

Although a name was written in the picture, some candidates ignored it. All the same, the candidates were able to identify the gender of the one pounding fufu.

Question 2b(ii) **Qu'est-ce qu'elles font?**

This question demanded that the candidates state what the people were doing, e.g. Elles pilent fufu. Surprisingly, many candidates used the appropriate word for the activity of the girl 'piler'.

Question 2c (i) **Où sont les enfants ?**

The candidates were required to indicate where the children were. They could mention any part of the house where they could sit and eat. They could say, for example, **Ils sont dans la salle** or **Ils sont dans la salle à manger**. Many of them wrote good answers but others wrote 'Ils sont dans la salle de manger'.

Question 2c(ii) **Qu'est ce qui est sur la table ?**

The candidates were required to mention any items on the table. Those who understood the question gave answers such as **La nourriture est sur la table**. A few candidates mentioned items that were not on the table.

Question 2c (iii) **Qu'est-ce qu'ils mangent ?**

Here, the candidates were required to mention what food was being eaten. The correct answer was 'Ils mangent du fufou/fufu' or 'Ils prennent le repas du soir. This question was generally well answered.

Question 2d Qu'est-ce que Anita est en train de faire maintenant?

Here, the candidates were expected to state what Anita was doing at the moment. Some correct answers were 'Anita lave les assiettes', 'Elle est en train de faire la vaisselle' and so on. Some candidates answered the question correctly but did not use the expressions '*être en train de*' and '*faire la vaisselle*'.

Question 2e Qu'est-ce que Jojo lit ?

What is Jojo reading?

The correct answer was 'Jojo lit un livre' or 'Jojo lit un roman'. Most of the candidates had no difficulty answering this question.

Question 2f C'est la nuit. Qu'est-ce-que Maman fait ?

One of the answers expected here was 'Maman dort' or 'Maman est au lit'. Many candidates gave good responses such as 'C'est la nuit, Maman se couche'.

