

FRENCH 2

1. GENERAL COMMENTS

The standard of the paper was the same as those of previous years with respect to syllabus content, scope and level of difficulty. The questions were unambiguous and within the scope of the syllabuses. There was some improvement in the use of vocabulary by candidates. This was demonstrated by the ability of candidates to express themselves well in the guided composition and in the picture description.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (a) Most of the candidates followed the rubrics by choosing only one essay question. They also respected the instruction on the length of the composition. The number of words was within the required limit.
- (b) A good number of candidates organised their essays in an orderly manner. They observed good paragraphing and punctuations.
- (c) Candidates demonstrated a good understanding of the guidelines and adequate knowledge in French language by the use of correct subject and verb agreement, noun and adjective agreement and the avoidance of English vocabularies.
- (d) Many candidates were able to conjugate irregular verbs like lire, apprendre, être, etc. in the present tense.
- (e) A few candidates who attempted Question 2, were able to identify the actions as illustrated by the pictures and expressed them in simple correct French.

3. SUMMARY OF CANDIDATES WEAKNESSES

- (a) Some candidates did not obey the rubrics and answered two questions instead of one; others tabulated or numbered their answers instead of writing an essay. Others provided answers in incomplete sentences.
- (b) Most candidates avoided question 2 on picture description probably due to the lack of appropriate vocabularies (action words) to express themselves.
- (c) Candidates with poor vocabularies resorted to the use of English words and expressions in their composition. Others chose to copy from the comprehension passage.
- (d) Some candidates had difficulties with the appropriate use of possessive determiners in answering questions expressed in the second person singular or plural.
- (e) Conjugation continues to pose a problem. For example, candidates had difficulty in conjugating « s'appeler » and did not know when to double the « p ».

4.SUGGESTED REMEDIES

- a) Teachers should remind candidates that the French Paper 2 is a composition so the guidelines should be answered in complete sentences and they should avoid tabulating or itemising their essays.
- b) Teachers should organise more French oral lessons to enrich learners' vocabulary in French language. The use of the English language in the teaching of French should be avoided as much as possible.
- c) Candidates must be encouraged to do a lot of reading, writing, speaking and listening in French. This will enable them acquire linguistic competence in French.
- d) Teachers should give more exercises on conjugation of verbs and organise remedial lessons after marking exercises. Attention should also be given to irregular and reflexive verbs.

4. DETAILED COMMENTS

Question 1

(a) Le titre de votre livre préféré

Candidates were required to give the title of the storybook they preferred reading. Some examples of expected answers were: *le titre du livre est Ananse et sa famille; le titre de mon livre préféré est Oliver Twist ; Things fall apart est le titre de mon livre préféré.* There was no challenge here. Many candidates understood the question and answered it well by giving the title of the book in French, English, etc.

(b) Le nom de l'auteur

Candidates were expected to state the name of the author of their favourite book. The expected responses among others were: *L'auteur de mon livre préféré est / s'appelle Charles Dickson. Le nom de l'auteur de mon livre est Wole Soyinka. Chinua Achebe est l'auteur de mon livre préféré.* This rubric was well understood by most candidates but a few candidates struggled with the sentence construction.

(c) Le nombre de page

Here, candidates were required to give the number of pages in the book. Examples of expected answers were: *Ce livre a plusieurs pages. Mon livre préféré a vingt pages. Le nombre de pages de mon livre est dix. Il y a quinze pages dans le livre.* Few candidates wrote the number in figures but the majority wrote the number in words which is highly recommended. Most of the answers were correctly presented but there were some who gave the number without writing a sentence. Others wrote sentences but the figures were wrongly spelt. Candidates should be advised to always answer the guidelines in complete sentences.

(d) La couleur de la couverture du livre

This guideline demands for a colour description of the cover of the book read. Candidates were expected to write responses such as : *sa couverture est verte / rouge / jaune / bleue / etc. ; la couverture de mon livre est verte / rouge / jaune / bleue / etc. ; mon livre a une couleur verte / rouge / jaune / bleue / etc. ; le livre est vert / rouge / jaune / bleu / etc.* Some of the candidates demonstrated competence in the use of adjectives in French where adjectives agree in gender and number with the noun they qualify. Many others failed to use the correct form of the adjective which agrees with the noun.

(e) L'image sur la couverture

The point required that candidates mentioned the picture seen on the cover of the book. Expected answers included: *la couverture a l'image d'un chat ; il y a un arbre sur la couverture ; il n'y a aucune image sur la couverture de mon livre ; le livre a un enfant sur la / sa couverture.* Many candidates got this point right. A few others provided answers like : *il n'y a pas d'image sur la couverture ; la couverture n'a pas d'image.*

(f) La langue dans laquelle le livre est écrit

Candidates were expected to mention the language in which the book is written. The required answers included: *l'histoire dans mon livre est en ga / anglais / français, etc. ; le livre est écrit en ga / anglais / français, etc. ; le ga / l'anglais / le français est la langue dans laquelle l'histoire est présentée.* Some few students wrongfully wrote the language in English and therefore lost marks.

(g) Le nom d'un personnage dans ce livre

This guideline demanded for the name of a character in the book. The expected answers were: *Le nom d'un personnage est Ananse / Okonkwo. Mensah / Kwame / Asantewaa est le personnage principal. Dans le livre, il y a Mensah / Kwame / Asantewaa comme le personnage principal.* There was no great challenge but many candidates provided more than one character as the principal character whilst others did not answer this guideline probably because of lack of comprehension. A few responded with the name of a town instead of the name of a person which clearly demonstrated a misunderstanding of the guideline.

(h) Le nom d'un lieu dans ce livre

Candidates were supposed to mention the name of a place in the book. Expected answers included: *le nom d'un lieu dans ce livre est le marché de Kumasi ; le village est un lieu dans le livre.* Any place mentioned was acceptable since one cannot know the names of all places in the world. Most of the candidates mentioned towns but a few who did not understand the word lieu gave names of characters.

(i) Quand est-ce que vous lisez ce livre

Candidates were expected to state the time they read the book. Any time given by the candidates was acceptable. Expected answers were: *je lis ce livre quand je suis libre ; je lis mon livre / roman après avoir mangé ; je lis mon livre préféré après mes devoirs ; je lis mon/ce livre le soir/le matin/la nuit*. Many candidates provided answers that did not relate to time which suggested that they did not understand the question. A few others got the sentence structure wrong with the use of the second plural person *vous* instead of the first person singular *je* as the subject.

(j) Ce que vous apprenez de ce livre

As a conclusion to their composition, candidates were to mention some lessons learnt from the storybook they have read. Most of the candidates got it wrong by responding like: *ce que j'apprends de ce livre est intéressant / bon*, a response that did not answer the guideline. Candidates were required to give answers such as: *j'apprends à être honnête / à respecter les adultes ; j'apprends qu'il faut être courageux / heureux / heureuse / travailleur / aimable / obéissant(e)*. Again, many others had challenges in writing meaningful sentences by using the second plural person *vous apprenez* instead of the first person singular *j'apprends* in answering the guideline.

Question 2

Les voleurs malheureux

Candidates were expected to study a series of pictures and describe them logically to narrate a story of a foiled theft using the questions provided under each picture as a guide. Only a few candidates answered the question on picture description.

A. (i) Combien d'hommes sortent de la voiture ?

Candidates were required to state the number of people coming out of the car. Expected answers included: *deux hommes sortent de la voiture ; il y a deux hommes qui sortent de la voiture*. Most of the candidates who answered this question had it correct but some had problems conjugating the verb *sortir* though it was clearly written in the question.

(ii) Qu'est-ce que les hommes portent aux visages ? Pourquoi ?

Candidates were supposed to deduce from the picture what the men were wearing on their faces and give reasons why they were wearing it. This question demanded answers such as: *les hommes portent des masques pour voler ; les hommes portent des masques aux visages pour se cacher / pour ne pas révéler leur identité ; les hommes portent des mouchoirs / des cache-nez pour éviter d'être identifiés*. Most candidates had difficulty in getting the right vocabulary in response to the question.

B. (i) Qu'est-ce qu'un des hommes casse ?

This question is asking for what one of the men is breaking according to the picture? Very few candidates were able to answer this question correctly for lack of expression. Candidates found it challenging to identify what is being broken in French. The expected answer to the question was: l'homme casse la vitre / la fenêtre / la porte / la vitrine / la glace.

(ii) Qu'est-ce qu'il veut faire ?

Here, candidates were to deduce from the previous question, the intention of the men who were breaking in. Candidates were expected to provide answers such as: *il veut voler des bijoux dans la boutique; il veut voler; il veut voler / des articles / des objets; il veut entrer dans la pièce.* This question worried many candidates some of whom simply wrote: *il veut faire.*

C. (i) Qu'est-ce qui se trouvent dans la boutique ?

This question sought to find out what was in the shop as shown in the picture. The following were the expected responses: *il y a des bijoux dans la boutique; on trouve des colliers/bijoux/provisions dans la boutique.* Some candidates had difficulty in identifying the items in the shop.

(ii) Que fait le boutiquier ?

Candidates were expected to express the action of the shop owner who was making a telephone call. Expected answers were: *le boutiquier appelle la police; le boutiquier fait un appel; le boutiquier parle au téléphone.* Some candidates got the right answers but others had difficulty in understanding the word *boutiquier* and therefore could not answer the question correctly.

D. Qui arrive ?

This question sought to find out who was coming as shown in the picture. The picture was illustrative enough and candidates did not have any difficulty. The following are some of the accepted answers: *un policier / un gendarme / un soldat / un gardien / un homme arrive.* Candidates did very well with this question since the scene in the picture was quite easy to describe.

E. Qui s'en vont dans leur voiture ?

Candidates were required to identify the people leaving the scene or going away in the car. The candidates understood the question but many had difficulty in answering with the expression « s'en vont ». The expected responses were : *les voleurs s'en vont dans leur voiture ; les deux hommes / criminels / voleurs s'en vont dans leur voiture.*

F. (i) Qu'est-ce qui se passe ?

The question sought to find out what was happening at that scene of the picture story. The question was open-ended and gave candidates the opportunity to brainstorm. The appropriate answers were: *la police arrête les voleurs; on arrête les voleurs / hommes / criminels*. It was obvious that most candidates understood the picture but had difficulty in expressing their thoughts.

(ii) Où est-ce que les policiers vont amener les voleurs ?

This question was intended to find out where the police were sending the thieves. Responses such as: *les policiers vont amener les voleurs au commissariat / à la gendarmerie / à la prison / au poste de police* were expected. However, some candidates who lacked the appropriate vocabulary for police station wrote: *les policiers vont amener les voleurs à la police station* instead of *au commissariat*.

