



# EXAMINATIONS COUNCIL OF ESWATINI ESWATINI PRIMARY CERTIFICATE EXAMINATION

## FRENCH 434/03

Paper 3 Oral Assessments  
**EXAMINER'S NOTES**

**October 2020**

**Great care should be taken to ensure that any confidential information given does not reach the candidates either directly or indirectly.**

### **READ THESE INSTRUCTIONS FIRST**

This booklet contains:

- (a) Administration guidelines on conducting the tests
- (b) Marking criteria
- (c) Copies of Reading Texts, Pictures and General Conversation Themed Questions with Notes for Teacher/Examiner.

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This document consists of **15** printed pages and **1** blank pages.

**CONTENTS**

NOTES ON CONDUCTING AND RECORDING THE TESTS	Page 3	
MARKING CRITERION	Page 7-130	
READING	READING PASSAGE A	Page 7
	READING PASSAGE B	Page 8
	READING PASSAGE C	Page 9
PICTURE DESCRIPTION	PICTURE 1	Page 10
	PICTURE 2	Page 11
	PICTURE 3	Page 12
GENERAL CONVERSATION QUESTIONS	Page 13	
ORAL ASSESSMENT SUMMARY FORM	Page 14	
INSTRUCTIONS FOR COMPLETING SUMMARY FORM	Page 15	

## NOTES ON CONDUCTING AND RECORDING THE TESTS

### GENERAL

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 Centre's 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. A group of neighboring Centres might choose the same teacher to conduct all their tests; in such a case each Centre is still responsible for submitting properly completed forms and samples. 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 set of Pictures and Reading Passages accompanying this set of Examiner's Notes. Teachers/Examiners responsible for conducting the oral tests should **familiarize themselves with these materials preferably 3 (three) days before the tests are held**. Whilst preparing for the examination, the Examiner must look through the Oral Assessment pack (Reading Passages, Pictures and General Conversation questions) so that he/she is familiar with all the documents. This will help in the selection of the best task for each candidate and also to think of follow-up questions as necessary. 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):

#### **(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 labeled 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 the oral examination procedure.
- (B) 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.
- (C) Warm-up section: Conduct a general conversation by asking the candidate a few questions about herself/himself (name, age and nationality) to give her/him time to get used to the exam situation. Do not mark this phase.
- (D) Hand the READING TEXT AND PICTURE to the candidate. This must take place AFTER the warm-up has taken place. Go through the instructions to make sure the candidate understands what has to be done. The recorder should be paused by the Examiner while the candidate prepares for the reading and picture description. The Examiner 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 candidate should be given approximately five (5) minutes to read through the text and to prepare for the picture description. No written notes should be made.
- (E) Continue with the recording: At this point the recorder should be continued by the Examiner. The Examiner should indicate this by saying 'the recording will now proceed'.
- (F) Reading: at the end of the preparation allow the candidate to read the reading text aloud. The Examiner should only listen and not interrupt. The candidate should be given approximately five (5) minutes to read through the text. (No questions should be asked on the passage).
- (G) The Examiner must indicate to the candidate the point of transition from the Reading to the Picture description. e.g. "Now describe the picture"/ Par exemple «Décris/Décrivez l'image»
- (H) Picture Description: The Examiner will ask «Qu'est-ce qui se passe ?/ Qu'est-ce que tu vois sur l'image?/Décris/Décrivez l'image». The Examiner should only listen and not interrupt. The candidate should be given approximately five (5) minutes for the picture description.
- (I) General Conversation: The Examiner is requested to select **two (2) themes (amounting to a total of ten questions)** of the given themes using the formal (vouvoyer) or informal (tutoyer) questions forms. He / she is required to respect, as far as possible, the normal coherence of everyday conversation, i.e. not to skip randomly from theme to theme and to allow the candidate to elaborate on particular responses. The Examiner should feel free to rephrase questions and to encourage the candidate as necessary.
- (J) The Examiner must indicate to the candidate the point of transition from picture description to the general conversation. The Examiner says par example « Répondez aux questions suivantes ». The candidate should be given approximately five (5) minutes for the general conversation.

**The total duration of the oral test, from the beginning of (B) to the end of (J), should be Approximately 10-15 minutes.**

**Note that only (F), (H) and (I) 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. The Examiner (not the candidate) chooses the reading text and the picture for each candidate. In the General Conversation the Examiner may only use any two of the themes provided in order that candidates are given every chance to do themselves justice, the Assessment Theme should be selected with care. The warm-up may give the Examiner an indication of the best topic to select. **Remember that the test is one of spoken language not subject knowledge: if it becomes apparent that the candidate finds the topic difficult or inappropriate it is perfectly permissible to move into more productive areas. There is no need to stick rigidly to the provided question format, the Examiner may reformulate as necessary.**
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 section 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. Peter's Primary School
Examination:	434 Eswatini Primary Certificate French
Examiner Name:	[e.g.] Miss Z. Hlophe
Date:	[e.g.] 1 October 2020

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

Candidate Number:	[e.g.] 0009
Candidate Name:	[e.g.] Thabo Mamba

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 labeled.

## 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 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.

## Marking Criteria

### A. MARKING CRITERIA – Reading Passage

Give a mark out of 5 for each category (Phrasing and Pacing, Fluency and Pronunciation), and then add these marks to give an overall total out of 10.

Mark	Phrasing and Pacing	Fluency and Pronunciation
5	<p>Reading is well-phrased mostly in clause and sentence units, which augment clarity of meaning and expression. Punctuation is used effectively.</p> <p>Pace is consistent and appropriate. Meaning is enhanced by pace.</p>	<p>Pronunciation and intonation is clear. The choice of structures, general naturalness of speech and clarity of reading expression is maintained.</p> <p>Able to apply stress, timing and intonation patterns, linking of phrases – differentiation of consonants and vowels in stressed and unstressed positions, articulation</p> <p>Self-corrects with minor interruption of flow and no interference with meaning.</p>
4	<p>Reading contains little choppiness with some pauses in the middle of clauses or sentence units; clarity of meaning and expression generally not affected. Some attention is paid to punctuation.</p> <p>Pace is somewhat uneven and the reading rate is somewhat slow. Meaning is not affected.</p>	<p>Pronunciation and intonation is generally clear.</p> <p>Encounters some unfamiliar words and can usually self-correct with minor interruption of flow and little interference with meaning.</p>
3	<p>Reading contains noticeable unevenness with pauses and breaks at unexpected times; meaning and expression are affected. Little attention is paid to punctuation.</p> <p>Reading pace is consistently too slow. Meaning is impeded.</p>	<p>There is some lack of clarity of pronunciation and intonation, it is likely to impede communication.</p> <p>Encounters some unfamiliar words and can sometimes self-correct.</p>
2	<p>Reading is done word-by-word with little sense of punctuation or phrasing; meaning and expression are impeded. No attention is paid to punctuation.</p> <p>Pace is slow and laborious. Little meaning is conveyed.</p>	<p>Pronunciation and intonation causes some communication difficulty.</p> <p>Encounters several unfamiliar words and rarely or never self-corrects.</p>
1	<p>Limited or no reading ability.</p> <p>Reads single words with long gaps.</p>	<p>Completely limited</p> <p>Able to read only a few words.</p>

## B. MARKING CRITERIA – Picture Description

Give a mark out of 10 for each category (structure and vocabulary, development and fluency), and then add these marks to give an overall total out of 20.

Mark	Structure and Vocabulary (10)	Development and Fluency (10)
<b>9-10</b>	<p>The candidate demonstrates ability to use a variety of verbs accurately and uses more complex sentence structures to describe the picture. The candidate is confidently in control of the structures used.</p> <p>The candidate shows enough command of vocabulary to describe picture with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.</p>	<p>The candidate shows sustained ability to describe picture and to elaborate at some length.</p> <p>There is a good attempt to use the target language pronunciation*.</p>
<b>7-8</b>	<p>Structures will be generally sound, but will not be used entirely accurately or with consistent confidence. There will be some errors in attempting to use more complex sentences.</p> <p>The candidate has a sufficient range of vocabulary to convey information and ideas with competence. Errors are noticeable, however, when attempting to use more complex and precise vocabulary.</p>	<p>The candidate makes an appropriate picture description.</p> <p>Hesitations do not make communication difficult.</p> <p>There is some attempt to use the target language pronunciation*.</p>
<b>5-6</b>	<p>The candidate can use simple structures securely but has difficulty venturing beyond them.</p> <p>Vocabulary conveys simple ideas and information clearly, though it is not wide or varied. There may be hesitation, repetition and searching for words.</p>	<p>The candidate makes an attempt to form the picture description. Effort will need to be made to develop the description; only partial success will be achieved.</p> <p>There is little attempt to use the target language pronunciation*.</p>
<b>3-4</b>	<p>Structures will generally be very simple, limited and with errors, which will restrict communication.</p> <p>Vocabulary will be repeated and generally be inadequate to convey simple ideas.</p>	<p>The candidate conveys some meaning even though the description tends to be brief and incoherent.</p>
<b>0-2</b>	<p>Attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made during the discussion.</p> <p>Use of single words is the norm and there will be long gaps.</p> <p>Shows a very limited range structures and vocabulary. Tends to identify actions or objects in isolation and is unable to form sentences.</p>	<p>Description is very limited so that little is communicated. The candidate hardly maintains continuity.</p>

\* Not necessarily of native speaker standard.

### C. MARKING CRITERIA – General Conversation

Give a mark out of 10 for each category (structure and vocabulary, development and fluency), and then add these marks to give an overall total out of 20.

Mark	Structure and Vocabulary (10)	Development and Fluency (10)
9-10	<p>The candidate demonstrates ability to use a variety of structures accurately and consistently. The candidate is confidently in control of the structures used.</p> <p>The candidate shows enough command of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.</p>	<p>The candidate shows sustainedability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of the conversation.</p> <p>Pronunciation and intonation is clear.</p>
7-8	<p>Structures will be generally sound, but will not be used entirely accurately or with consistent confidence. There will be some errors in attempting to use more complex sentences.</p> <p>The candidate has a sufficient range of vocabulary to convey information and ideas with competence. Errors are noticeable, however, when attempting to use more complex and precise vocabulary.</p>	<p>The candidate responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation.</p> <p>Pronunciation and intonation is generally clear.</p>
5-6	<p>The candidate can use simple structures securely but has difficulty venturing beyond them.</p> <p>Vocabulary conveys simple ideas and information clearly, though it is not wide or varied. There may be hesitation, repetition and searching for words.</p>	<p>The candidate makes an attempt to respond to questions and prompts. Effort will need to be made to develop the conversation; only partial success will be achieved.</p> <p>There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication.</p>
3-4	<p>Structures will generally be very simple, limited and with errors, which will restrict communication.</p> <p>Vocabulary will generally be in adequate to convey simple ideas.</p>	<p>Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond short responses and struggles to develop a conversation.</p> <p>Pronunciation and intonation causes some communication difficulty.</p>
1-2	<p>Attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made during the discussion.</p> <p>Use of single words is the norm and there will be long gaps.</p>	<p>Responses are so brief that little is communicated. The candidate hardly engages in a conversation.</p> <p>Pronunciation and intonation is clear.</p>
0	<p>Completely limited/no attempt at a response</p> <p>Completely limited/attempts at a response.</p>	Completely limited/no attempt at a response.

**B. READING 2020****PASSAGE A**

Les classes de septième ont fait un voyage éducatif à l'usine de verre à Ngwenya. Nous avons quitté l'école à sept heures et demie. Dans l'autobus, il y avait quatre-vingt-deux élèves, quatre professeurs et un chauffeur. Pour ce voyage, les élèves ont reçu une feuille avec des questions. Nos professeurs ont expliqué le travail à faire. Nous devons faire des observations et répondre aux questions. Donc, on était très attentifs parce que l'élève qui va avoir toutes les réponses correctes va gagner un prix.

**Notes for Teacher/Examiner****Phase 1: Warm up**

As the candidate a few questions about herself/himself(name, age, nationality, where he/she stays/lives, how long has candidate been learning French/Since which grade has candidate been learning French)to give her/him time to get used to the exam situation. Do not mark this phase.

**Phase 2: Initial Task**

Hand the assessment topic to the candidate and go through the instructions to make sure the candidate understands what has to be done.

The candidate should be given approximately five (5) minutes to read through the text and to prepare for the picture description. No written notes should be made.

**Phase 3: Reading**

At the end of the preparation allow the candidate to read the reading passage aloud.

**READING 2020****PASSAGE B**

Il y a deux activités culturelles symboliques pour les jeunes filles et des garçons dans le Royaume d’Eswatini. Tout d’abord, il y a la cérémonie de filles qui a lieu pendant le mois d’août ou de septembre. La cérémonie traditionnelle de garçons se fait au mois de décembre. Cette cérémonie marque officiellement le nouvel an traditionnel du peuple. Les deux cérémonies sont importantes parce qu’elles valorisent les traditions du pays. Beaucoup de touristes apprécient la danse, les chansons et les costumes traditionnelles.

**Notes for Teacher/Examiner****Phase 1: Warm up**

As the candidate a few questions about herself/himself (name, age, nationality) to give her/him time to get used to the exam situation. Do not mark this phase.

**Phase 2: Initial Task**

Hand the assessment topic to the candidate and go through the instructions to make sure the candidate understands what has to be done.

The candidate should be given approximately five (5) minutes to read through the text and to prepare for the picture description. No written notes should be made.

**Phase 3: Reading**

At the end of the preparation allow the candidate to read the reading passage aloud.

**READING 2020****PASSAGE C**

Ma famille déménage encore une fois. Cette fois-ci, nous allons vivre en Belgique parce que mon père est le nouvel ambassadeur du pays. Je suis content parce que je parle déjà le français et je l'apprends depuis cinq ans. La Belgique est un pays francophone situé en Europe. Je vais étudier dans une école internationale et faire des nouveaux amis. Malheureusement, ma mère ne parle pas français mais elle va l'apprendre facilement car elle parle l'espagnol. C'est essentiel pour communiquer avec les gens.

**Notes for Teacher/Examiner****Phase 1: Warm up**

As the candidate a few questions about herself/himself (name, age, nationality) to give her/him time to get used to the exam situation. Do not mark this phase.

**Phase 2: Initial Task**

Hand the assessment topic to the candidate and go through the instructions to make sure the candidate understands what has to be done.

The candidate should be given approximately five (5) minutes to read through the text and to prepare for the picture description. No written notes should be made.

**Phase 3: Reading**

At the end of the preparation allow the candidate to read the reading passage aloud.

## C. General Conversation 2020

The Examiner is requested to select **2 themes**. Each theme has **questions** which should be followed in their **chronological order**. The Examiner should respect as far as possible, the normal coherence of every day conversation. He / She should feel free to rephrase questions and to encourage the candidates, where necessary.

**Le candidat n'est pas permis d'écrire d'aide-mémoire.**

### 1. Thème A Ma maison

- i) Dans quel type de logement habites-tu ? (appartement, maison)
- ii) De quelle couleur est-il ?
- iii) Combien de pièces y a-t-il ?
- iv) Quelle est ta pièce préférée ?
- v) Pourquoi ?

### 2. Thème B : La lecture

- i) Quels types de livres lis-tu ? / Quels types de livres lisez-vous?
- ii) Où trouves-tu ces livres ? / Où trouvez-vous ces livres ?
- iii) Quel est le titre de ton livre préféré ?/ Quel est le titre de votre livre préféré ?
- iv) Quand lis-tu ? / Quand lisez-vous ?
- v) A ton avis/ A votre avis/ pourquoi est-ce la lecture est importante?

### 3. Thème C La récréation

- i) Quelle activité sportive aimes-tu faire?/ Quelle activité sportive aimez-vous faire?/
- ii) Où pratiques-tu cette activité ? / Où pratiquez-vous cette activité ?
- iii) Avec qui pratiques-tu cette activité ? / Avec qui pratiquez-vous cette activité ?
- iv) A ton avis/ A votre avis est-ce que cette activité sportive est facile ou difficile ?
- v) Pourquoi ?

#### Notes for Teacher/Examiner

**Phase 1 - 4: Must be applied as stipulated above**

**Phase 5: General Conversation**

Ask the candidate **ten** of the given questions using formal (vouvoyer) or informal (tutoyer). The Examiner should feel free to rephrase questions and to encourage the candidate as necessary.



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

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

**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 **READING PASSAGES**, **PICTURE DESCRIPTION** and **THEMES FOR THE GENERAL CONVERSATION** used for the candidate.
  - (a) Indicate marks awarded out of a maximum of 10 for **READING PASSAGE (Phrasing and Pacing, Fluency and Pronunciation)**
  - (b) Indicate marks awarded out of a maximum of 20 for **PICTURE DESCRIPTION (Structure and Vocabulary, Development and Fluency)**
  - (c) Indicate marks awarded out of a maximum of 20 for **GENERAL CONVERSATION (Structure and Vocabulary, Development 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.

**B. PROCEDURES FOR EXTERNAL MODERATION**

1. The Examinations Council of Eswatini (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 and
  - Summary Form

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

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