

KENYA NATIONAL EXAMINATION COUNCIL KCSE, 2014

FRENCH PAPER 3 ANALYSIS

Osiligi House, Opposite KCB, Ground Floor
Off Magadi Road, Ongata Rongai | Tel: 0711 88 22 27
E-mail: infosnkenya@gmail.com | Website: www.schoolsnetkenya.com

3.3.4 French Paper 3 (501/3)

This examination is administered by assessors. It is a face to face examination. It tests the candidates' knowledge of communicative and grammatical skills as well as vocabulary. It tests their ability to understand the input stimulus and instructions and respond by using their skills in an oral context.

Section 1 Reading aloud (cards A and B).

Section 2 Exposé (Cards A, B, C and D)

Section 3 Conversation

Each candidate is given 15 minutes to prepare after choosing cards at random for both sections 1 and 2. Use of dictionaries, textbooks or any external material is not allowed.

Section 1: Reading Aloud

The candidates are expected to read in correct French, respecting liaison, intonation, articulation, punctuation as well as show comprehension. It could be a dialogue, a monologue or a description. Both cards are of equal difficulty and more or less the same length.

Weaknesses

In the conversation, the ill prepared candidates only responded by yes or a no answer. They would also give irrelevant answers. At times they simply kept quiet. Reading passages and Expose posed problems to some candidates because they were not familiar with some names or words. Some did not use punctuation well.

Advice to teachers

Teachers need to often redo work covered in earlier years so that the skills earlier acquired do not get lost. There is need for more phonetics exercises. The teaching cassettes, KNEC aural examinations cassette and other CDs can be used to practise correct pronunciation.

Section 2: Exposé

The candidates were to talk on topics based on the following themes; industries, clean environment, issues to do with tourism, importance of learning foreign languages and sports. They were to analyze and synthesize their ideas in a coherent and logical manner with appropriate vocabulary and expressions.

Weaknesses

Candidates did not prepare adequately on the given topics. They would concentrate only on one area in the topic and forget the rest. Sometimes vocabulary and grammar were not appropriate. Some lacked coherence.

Advice to teachers

Students should be given more work on vocabulary related to various topics in the syllabus. In preparation for the examinations the learners need to be trained on how to present arguments, the disadvantages and advantages and also how to take a position and defend it in argumentative topics.

Section 3: Conversations

The conversation topics were drawn from the syllabus and included; family, school life, environment etc.

Weaknesses

Few students had memorised some dialogues. This brought difficulties in conversation when they forgot and were unable to continue in a natural way.

Advice to teachers

French days and co-curricular activities need to be encouraged in the school. Students should participate in as many as possible to be able to practise the language e.g. in verse speaking and drama. This will give them the confidence which will lead to better performance.