

This section tests functional writing. The subjects are within the scope of the candidates and were relevant to young people's day-to-day life. However this time informal writing style was tested.

Weaknesses

Those who had been prepared for formal letter writing **only** were taken by surprise and therefore performed poorly. This is very disappointing as informal letter writing is attempted right from Form 1.

Advice to teachers

Teachers are requested not to ignore underlining the different ways of writing a formal and a friendly letter and should give enough practice to the students. The vocabularies used should also be limited. The candidates did not attain the desired level. This section expects 'to the point' answer. Word count should be adhered to and any spare time the candidates have should be usefully spent in carefully checking their work. Keep on giving enough practice to your students in writing formal and informal letters. Informal letters are easier to write, as the students have to master the format of writing an official letter in French.

Question 2

In 150-180 words, write in French a composition on:

Either

- (a) Beginning as follows: en tombant, je me suis blessé(e) au coude.....
(15 pts)

Or

- (b) Vous étiez en ville quand un groupe de gens a attaqué un musicien. Racontez la suite.
(15 pts)

This question required candidates to write a story, using past, past perfect and imperfect tenses, based on the instructions given.

Weaknesses

Majority of candidates failed to use correctly *passé composé* and *l'imparfait* and hence lost marks. The syllabus requires these two tenses to be taught in Form 2 and teachers should not be lax in this aspect of using the above two tenses correctly.

There was also lack of appropriate vocabulary and the students should be encouraged to read widely so as to enrich their vocabulary and participate in writing articles for '*Balafon*' or to start a school magazine.

The candidates were also forgetting to use '**accents**' where necessary. '**Accents**' change the meaning of words. This failure on the part of the teachers to insist on correct use of '**accents**' and to penalise those students who do not do so resulted in the candidates losing marks. The candidates also forgot to indicate the question number that they were attempting.