

he/she had bought, giving reasons for the exchange. However the sales receipt was missing and he is unsuccessful in his mission and therefore he has to express his sorrow.

Weaknesses

Despite instructions given in English at the back of the candidates' cards, some candidates still condensed all 5 tasks in one sentence. This shows a lack of training in exam technique by their teachers.

In card A and B, tasks were not understood by the majority of the candidates. This is despite the stimuli having appeared in the past role play section. Those with a good understanding and command of French certainly got full marks.

Advice to teachers

Communicative way of teaching has been introduced since 1989 and it is worrying that there are still centres who fail to do role plays in teaching French. Teachers are requested to expose their students to different terminologies and situations and use past papers to give practice to their students.

26.3.3 Section 111 Conversation

(15 pts)

Spontaneous conversations on any 4 related topics from the syllabus, this section expects candidates to display their grasp of the topics, understanding and fluency, correct use of vocabulary, grammar, syntax and idioms.

Weaknesses

Candidates who can actually score maximum marks continued to get low marks in this section. This trend has been noticed over the last few years with growing concern. The candidates used very simple language, a limited vocabulary even in everyday topics like school, family, sports. Dis-respect of gender, position of adjectives, prepositions and tenses is getting more common. If this trend continues then soon there will be 'French speakers' whose French will not be understood! Quite a few candidates still spewed out memorised texts and were at a loss when questioned. Inversion of questions was not understood, only very simple questions elicited answers. There was also a wide spread use of English.

26.4: ADVICE TO TEACHERS

This alarming trend that portend lower standards of French is not acceptable. Teachers should allow free interaction between students, debates, group work and use of target language in teaching, encourage reading to help build up candidates' vocabulary in order to reverse this trend.