



CARIBBEAN EXAMINATIONS COUNCIL

# CAPE<sup>®</sup> French

**SYLLABUS  
SPECIMEN PAPER  
MARK SCHEME  
SUBJECT REPORTS**

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## **French Syllabus Extract**

The French syllabus emphasises the development of the four language skills (listening, reading, speaking and writing) and the acquisition of knowledge of Francophone culture through the study of selected topics and contemporary writings of relevance to Caribbean society. While the topics have been selected to provide knowledge and understanding of issues pertinent to Caribbean people in a global context, emphasis will be on language competence rather than on detailed technical knowledge.

In developing this syllabus, care has been taken to ensure that it meets the knowledge, understanding and skill requirements common to post-secondary syllabuses in Modern Languages. Completion of this syllabus provides a foundation for further studies and development for the world of work. This approach reflects an awareness of our regional context and is geared specifically to students learning Modern Languages in the Caribbean as part of the international community.

The syllabus consists of two Units each containing three Modules.

### **UNIT 1: LA FAMILLE, LA SOCIÉTÉ ET L'ENVIRONNEMENT**

Module 1: L'individu, la famille et la vie journalière

Module 2: La société et les affaires sociales

Module 3: L'environnement

### **UNIT 2: L'ACTUALITÉ, LA TECHNOLOGIE ET L'ÉCONOMIE**

Module 1: L'actualité

Module 2: La science et la technologie

Module 3: L'industrie et l'économie



# **CARIBBEAN EXAMINATIONS COUNCIL**

**Caribbean Advanced Proficiency Examination<sup>®</sup>**  
**CAPE<sup>®</sup>**

# **FRENCH**

# **SYLLABUS**

**Effective for examinations from May – June 2014**

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Correspondence related to the syllabus should be addressed to:

The Pro-Registrar  
Caribbean Examinations Council  
Caenwood Centre  
37 Arnold Road,  
Kingston 5, Jamaica, W.I.

Telephone Number: + 1 (876) 630-5200

Facsimile Number: + 1 (876) 967-4972

E-mail Address: [cxcwzo@cx.org](mailto:cxcwzo@cx.org)

Website: [www.cxc.org](http://www.cxc.org)


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# Introduction

The academic, vocational and technical achievement of students in the Caribbean who, having completed the Caribbean Advanced Proficiency Examination (CAPE) is designed to provide certification of those who have completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under CAPE may be studied concurrently or singly.

The Caribbean Examinations Council offers three types of certification. The first is the award of a certificate showing each CAPE Unit completed. The second is the CAPE Diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the CXC Associate Degree, awarded for the satisfactory completion of a prescribed cluster of *eight* CAPE Units including Caribbean Studies and Communication Studies. For the CAPE diploma and the CXC Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years.

*Recognised* educational institutions presenting candidates for the CXC Associate Degree in one of the nine categories must, on registering these candidates at the start of the qualifying year, have them *confirm, in* the required form, the Associate Degree they wish to be awarded. Candidates will not be awarded any possible alternatives for which they did not apply.



# French Syllabus

## ◆ RATIONALE

An important goal of foreign language learning is to help learners develop communicative and intercultural competence. Students develop cognitive flexibility and affective skills as they engage with foreign languages and cultures. This syllabus will contribute to the development of the Ideal Caribbean Person as articulated by the CARICOM Heads of Government through the exploration of beliefs, values and behaviours, students develop respect for human life, cultural heritage and the environment thus enabling them to view the target culture from a perspective of informed understanding.

The syllabus emphasises the development of the four language skills (listening, reading, speaking and writing) and the acquisition of knowledge of Francophone culture through the study of selected topics and contemporary writings of relevance to Caribbean society. Students develop multiple literacies and independent and critical thinking in the context of foreign language learning and in keeping with the UNESCO Pillars of Learning. While the topics have been selected to provide knowledge and understanding of issues pertinent to Caribbean people in a global context, emphasis will be on language competence rather than on detailed technical knowledge.

In developing this syllabus, care has been taken to ensure that it meets the knowledge, understanding and skill requirements common to post-secondary syllabuses in Modern Languages. Completion of this syllabus provides a foundation for further studies and development for the world of work. This approach reflects an awareness of our regional context and is geared specifically to students learning Modern Languages in the Caribbean as part of the international community.

## ◆ AIMS

The syllabus aims to:

1. develop an awareness and appreciation of aspects of the cultural and historical contexts of Caribbean society;
2. develop an understanding of a variety of registers in the spoken and written forms of French;
3. enable students to communicate clearly and appropriately in French with an educated native speaker;
4. acquire skills necessary for collection, analysis and exchange of information, ideas and opinions in French;
5. enhance students' linguistic skills through the study of written discourse;

6. promote the study of modern Francophone authors to acquire knowledge of contemporary society and institutions and encourage openness to life and culture in countries where French is spoken;
7. encourage the development of techniques of literary analysis.

## ◆ GENERAL OBJECTIVES

### **Listen and Respond**

On completion of this syllabus, students should:

1. understand and respond to authentic spoken language from a variety of sources such as news items, telephone messages, announcements, speeches, discussions and films;
2. communicate orally in French, showing ability to choose the language and register appropriate to the context;
3. elicit and provide opinions and information in an extended conversational exchange in French.

### **Read**

On completion of this syllabus, students should:

1. understand texts written in French, such as magazine and newspaper articles, reports, short stories, plays and novels;
2. select the main points of a continuous passage written in French;
3. select information from literary texts in French to demonstrate understanding of specific themes and socio-cultural contexts;
4. analyse the principal literary and structural features of literary excerpts.

### **Write**

On completion of this syllabus, students should:

1. communicate in writing in French, showing ability to choose the language and register appropriate to the context;
2. organise and present information in a logical manner in French;
3. organise information from literary texts to discuss specific themes in French and English;
4. analyse themes making use of literary techniques.

## ◆ SKILLS AND ABILITIES TO BE ASSESSED

The assessment will test candidates' ability to:

1. understand and respond appropriately to authentic spoken language from a variety of sources;
2. understand texts written in French;
3. communicate orally and in writing in French.

## ◆ PREREQUISITES OF THE SYLLABUS

Any person with a good grasp of the Caribbean Secondary Education Certificate (CSEC) French Syllabus, or the equivalent, should be able to pursue the course of study defined in this syllabus. Successful participation in the course of study also depends on:

- (a) good verbal and written communication skills;
- (b) prior exposure to the study of the Literature.

## ◆ STRUCTURE OF THE SYLLABUS

The syllabus consists of two Units each containing three Modules. Each Unit requires 150 hours distributed equally across the three Modules – 50 hours each.

### TOPICS

Topics are set for the three Modules of Units 1 and 2. A list of topics is given under the Content of each Module as an **indication** of areas to be studied. **Emphasis should be placed on language competence rather than on detailed technical knowledge.** These topics should be studied with reference to Francophone culture in general, and to the French-speaking Caribbean in particular.

When addressing the topics, emphasis should be placed on contemporary issues, events and concerns of a socio-political nature. It is expected that, in this way, students will develop a better understanding of themselves as Caribbean people and as members of a global society.

### THEMES

Two thematic areas are examined for each Unit. Teachers are expected to link the two themes to the relevant topic areas to achieve a more integrated approach.

### LITERARY ANALYSIS

In Unit 1, emphasis will be placed on the student's ability to display knowledge of the basic elements of literary analysis. Excerpts from the texts listed for the themes will be used for this purpose. Students will also be required to write an essay, based on one of the texts, which will give them the opportunity

to display their skills in literary analysis in a more detailed manner. In both instances, they will be expected to discuss and analyse one or more of the following literary devices: plot, setting, character, themes and narrative techniques.

In Unit 2, the prescribed texts will be studied for the purpose of literary analysis. Students will be expected to analyse an excerpt from one of the texts and to write an essay displaying literary competence.

**An overview of the syllabus is presented below.**

### **UNIT 1: LA FAMILLE, LA SOCIÉTÉ ET L'ENVIRONNEMENT**

Module 1: L'individu, la famille et la vie journalière

Module 2: La société et les affaires sociales

Module 3: L'environnement

#### **Themes and Related Texts**

##### **La jeunesse**

*Zobel, Joseph* *La rue cases-nègres*, Paris: Présence Africaine, 1984. *Pineau, Gisèle*  
*Un papillon dans la cité*, Paris: Sepia, 1992.

##### **L'individu et la société**

*Camus, Albert* *La Chute*, Gallimard, 1972.  
*Bâ, Mariana* *Une si longue lettre*, Dakar: Nouvelles Éditions Africaines, 1990.

### **UNIT 2: L'ACTUALITÉ, LA TECHNOLOGIE ET L'ÉCONOMIE**

Module 1: L'actualité

Module 2: La science et la technologie

Module 3: L'industrie et l'économie

#### **Themes and Related Texts**

##### **La vie moderne**

*Condé, Maryse* *Pays mêlé suivi de Nanna-ya*, Paris: Hatier, 1985.  
*Laferrière, Dany* *Pays sans chapeau*, Paris: Le Serpent A Plumes, 2001.

##### **L'engagement politique et social**

*Sartre, Jean-Paul* *Les mains sales*, Paris: Gallimard, 1948.  
*Césaire, Aimé* *Une saison au Congo*, Paris: Éditions du Seuil, 1973.

**Any available edition of these texts is acceptable.**

# ◆ UNIT 1: LA FAMILLE, LA SOCIÉTÉ ET L'ENVIRONNEMENT

## MODULE 1: L'INDIVIDU, LA FAMILLE ET LA VIE JOURNALIÈRE

### GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – L'individu, la famille et la vie journalière.

### SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from sources such as news items, telephone messages and announcements;
2. examine the structure and content of texts written in French, such as magazine and newspaper articles, reports and short stories;
3. express ideas and opinions in French in relation to the individual, family and daily life, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in French literary works;
5. analyse plot, setting, character, narrative and dramatic techniques in French literary works;
6. synthesise information from a variety of sources, including literary texts, on a specified theme.

### CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Francophone culture, particularly in the French-speaking Caribbean.

Lifestyles:

- (a) structure and function of the family: relationships; patterns of daily life and living conditions;
- (b) young people and their values;



## UNIT 1

### MODULE 1: L'INDIVIDU, LA FAMILLE ET LA VIE JOURNALIÈRE (cont'd)

- (c) sports: benefits to the individual and society; negative aspects, for example – drug use;
- (d) health and fitness: healthy living choices;
- (e) aspects of cultural life, for example, music and dance: importance and influence on individuals and society.

#### Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. Provide opportunities for students, individually and as a class, to listen to material in French (for example, on television); have students identify, select and report on different issues or problems that occur in family life; have students listen to the same material and write statements about cultural differences observed.
2. Use an appropriate audio-taped or video-taped interview with an individual.
  - (a) Have students identify the person's likes and or dislikes, self-perception, future plans.
  - (b) Let students, in groups, do a similar presentation on themselves. Have other students comment on the presentation.
3. Invite a native speaker of French to the classroom to be interviewed by a group of students on different subjects such as family structure in his or her country and compare with the family structure in the English-speaking Caribbean.
4. Invite a young French-speaking person to respond in French to questions prepared in English or French by the students on topics related to the youth in his or her country. The students can present this exercise in written form.
5. Give students an assignment to research a family celebration or a religious celebration such as a baptême or a première communion. They should note the similarities and differences between their culture and the Francophone culture and write a short essay on the celebration to be presented orally to the class.
6. Have students view a video of a traditional Francophone celebration focusing on:
  - (a) time of the year of the festival;
  - (b) preparations for the celebrations;
  - (c) what the celebrations involve.

## **UNIT 1**

### **MODULE 1: L'INDIVIDU, LA FAMILLE ET LA VIE JOURNALIÈRE (cont'd)**

As a follow-up exercise, students discuss what they have seen, making reference to festivals celebrated in their own country.

7. Use excerpts from prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.

**Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.**



**UNIT 1**  
**MODULE 2: LA SOCIÉTÉ ET LES AFFAIRES SOCIALES**

**SOCIALES**

**GENERAL OBJECTIVES**

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – La société et les affaires sociales.

**SPECIFIC OBJECTIVES**

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as interviews, news reports and television programmes;
2. examine the structure and content of texts written in French, such as magazine and newspaper articles, reports and literary texts;
3. express ideas and opinions in French in relation to society and social issues, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in French literary works;
5. analyse plot, setting, character, narrative and dramatic techniques in French literary works;
6. synthesise information from a variety of sources, including prescribed literary texts, on a specified theme.

**CONTENT**

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Francophone culture, particularly in the French-speaking Caribbean.

Socio-economic issues:

- (a) gender roles in society;



## UNIT 1

### MODULE 2: LA SOCIÉTÉ ET LES AFFAIRES SOCIALES (cont'd)

- (b) employment and unemployment: causes and consequences;
- (c) role of the media;
- (d) religion in multicultural societies;
- (e) education: issues related to school life and the role of education in the development of society;
- (f) crime and violence, for example, crime against individuals and drug trafficking.

#### **Suggested Teaching and Learning Activities**

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. Give students an article in French to read on a given topic, such as education. The teacher discusses main ideas, asks questions to check for comprehension and explains key vocabulary and phrases.
2. Ask students to:
  - (a) design an interview in French;
  - (b) interview another student about his or her perception or experience of violence in schools;
  - (c) write up the interview; and
  - (d) present their findings orally to the class.
3. Encourage students, for the duration of the Module, to pay keen attention to news reports on radio, television, the Internet and in the print media in French, and identify social issues raised. As a follow-up activity, they can be asked to:
  - (a) discuss these issues in light of the historical background, current status and future trends;
  - (b) compare these issues with similar issues in other countries of the region;
  - (c) write a brief essay in French on a chosen topic in which they attempt to analyse the issues and give their own opinion.

## UNIT 1

### MODULE 2: LA SOCIÉTÉ ET LES AFFAIRES SOCIALES (cont'd)

4. Have students watch videos or documentaries on crime and violence and discuss the issues in relation to:
  - (a) their country and region;
  - (b) existing policies and laws about the issue;
  - (c) solutions or preventative measures.
5. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to specific themes.
6. Start a blog (online journal) in French.

**Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.**

## **UNIT 1**

### **MODULE 3: L'ENVIRONNEMENT**

#### **GENERAL OBJECTIVES**

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – L'environnement.

#### **SPECIFIC OBJECTIVES**

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as interviews, news reports and television programmes;
2. examine the structure and content of texts written in French, such as magazine and newspaper articles, reports and literary texts;
3. express ideas and opinions in French in relation to the environment, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in French literary works;
5. analyse plot, setting, character, narrative and dramatic techniques in French literary works;
6. synthesise information from a variety of sources, including literary texts, on a specified theme.

#### **CONTENT**

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Francophone culture, particularly in the French-speaking Caribbean.

1. Conservation of the environment and its benefits:
  - (a) recycling;
  - (b) reforestation;
  - (c) nature reserves including protection of endangered species.

## UNIT 1

### MODULE 3: L'ENVIRONNEMENT (cont'd)

2. Destruction of the environment and its challenges:
  - (a) pollution;
  - (b) deforestation;
  - (c) climate change.

#### **Suggested Teaching and Learning Activities**

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1.
  - (a) Have students brainstorm the reasons for, consequences of, and efforts to solve a particular conservation problem, such as destruction of the rainforest.
  - (b) Have students view a documentary, listen to a Podcast or read a magazine or newspaper article that treats the conservation problem, then:
    - (i) discuss how the issue is treated in the documentary, Podcast or text;
    - (ii) write an essay on a particular aspect of the problem or its solution;
    - (iii) prepare an oral presentation or a written report on a different conservation problem.
2. Ask students to look critically at their communities and discuss the topics listed below.
  - (a) In the urban communities, what are the specific problems relating to land pollution in general and garbage disposal in particular?
  - (b) In rural and or farming communities, what attention is paid to the use of fertilisers and insecticides?
  - (c) In both communities, how is the disposal of garbage and toxic waste being addressed?
  - (d) Write a letter in French from a citizens' association to the relevant government department outlining the problems and suggesting ways of solving them.
  - (e) In groups, students prepare advertisements/public service announcements for newspapers, television and/or radio, to sensitise the public to the issue.

## UNIT 1

### MODULE 3: L'ENVIRONNEMENT (cont'd)

3. Have students watch a film that treats the issue of endangered species. They then:
  - (a) discuss the issue as treated in the film;
  - (b) in groups, prepare a written report on the efforts being made in their own country by government and/or private agencies to preserve and protect various endangered species. The report should include information on:
    - (i) how the average person can help;
    - (ii) how the environment would benefit from these efforts at conservation.
4. Ask students to design a public-awareness activity in French targeting the impact of climate change in their country. It can be in the form of a skit, a brochure, slogan or advertisement.
5. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussion related to the specific themes.

**Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.**

## ◆ UNIT 2: L'ACTUALITÉ, LA TECHNOLOGIE ET L'ÉCONOMIE

### MODULE 1: L'ACTUALITÉ

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – L'actualité.

#### SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as political speeches, press conferences and television programmes;
2. examine the structure and content of texts written in French, such as magazine and newspaper articles, reports, press releases and literary texts;
3. express ideas and opinions in French in relation to current affairs, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in French literary works;
5. analyse plot, setting, character, narrative and dramatic techniques in French literary works;
6. synthesise information from a variety of sources, including literary texts, on a specified theme.

#### CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Francophone culture, particularly in the French-speaking Caribbean.

Current Issues:

- (a) human rights: overview of basic human rights and breaches;
- (b) social and political unrest: causes, methods and consequences;
- (c) regional alliances, for example, The Caribbean Community and Common Market (CARICOM), Association of Caribbean States (ACS);
- (d) relationships between French-speaking and non-French speaking countries.

## UNIT 2

### MODULE 1: L'ACTUALITÉ (cont'd)

#### Suggested Teaching and Learning Activities

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. Have students listen to, or view a newsworthy event covered by different Francophone media houses.
  - (a) They compare the presentations orally in French in terms of content, style, impact, and later select and report a current event by pretending to be journalists representing different media houses.
  - (b) They can write a report, in French, on a current event or give their opinion, as members of the public, in a letter to the editor.
2. Have students produce a role-play between visiting Heads of Government, or give speeches at regional conferences.
3. Have students conduct Internet research on the topic of regional integration, comparing and contrasting regional alliances, for example, in Europe, the Caribbean and Latin America.
4. Provide students with a copy of the Declaration of Human Rights in French. They discuss ways in which human rights are upheld or violated in their country, the region or Francophone countries.
5. Have students source material from French or English newspapers or from the Internet dealing with **social and political unrest**. They can be asked to:
  - (a) give a summary of the article in French;
  - (b) participate in a class discussion on the article.
6. Have students research organisations that promote regional integration such as the Association of Caribbean States (ACS) and the Organisation of American States (OAS). Have students access the websites of these organisations to gain information. Students then make an oral presentation in class on:
  - (a) the objectives of the organisation;
  - (b) the composition of the organisation;
  - (c) any initiative undertaken to promote regional integration in areas such as trade, transport, tourism;
  - (d) obstacles to increased co-operation among French-speaking and non-French-speaking countries, for example, language barriers.



## UNIT 2

### MODULE 1: L'ACTUALITÉ (cont'd)

After the oral presentations, there are class discussions guided by the teacher. As a follow-up, students are asked to write suggestions for projects to promote closer ties between French and non-French speaking countries of the Caribbean.

7. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.

**Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.**

## **UNIT 2**

### **MODULE 2: LA SCIENCE ET LA TECHNOLOGIE**

#### **GENERAL OBJECTIVES**

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module - La science et la technologie.

#### **SPECIFIC OBJECTIVES**

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as political speeches, press conferences, television programmes, Podcasts and blogs;
2. examine the structure and content of texts written in French, such as magazine and newspaper articles, reports and literary texts;
3. express ideas and opinions in French, in an organised manner in relation to science and technology, both orally and in writing;
4. organise information from a variety of sources, including prescribed literary texts, on a specified theme;
5. analyse plot, setting, character narrative and dramatic techniques in French literary works;
6. synthesise information from a variety of sources, including literary texts, on a specified theme.

#### **CONTENT**

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Francophone culture, particularly in the French-speaking Caribbean.

1. The Impact of Science and Technology on medical practices, advances and related ethical issues:
  - (a) genetic practices;
  - (b) disease prevention and cure.

## UNIT 2

### MODULE 2: LA SCIENCE ET LA TECHNOLOGIE (cont'd)

2. The Impact of Information and Communication Technologies (ICTs) on:
  - (a) social life;
  - (b) economic life.

#### **Suggested Teaching and Learning Activities**

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. Have students research and discuss in French the latest technological developments in medicine.
2. Have students engage in a role-play activity in French demonstrating how easy it is to stay in touch with friends and relatives by means of modern technological devices.
3. Have students write a brochure/blog in French giving details of a particular disease, for example, cancer or AIDS. The brochure should include information such as:
  - (a) symptoms and transmission of the disease;
  - (b) treatment and preventative measures.
4. Have students select a topic for class discussion based on a recent ethical issue in the medical field, for example, should siamese twins be separated at birth if one is likely to die? Students present arguments in support of, or against, action taken.
5. Have students watch a video clip of a medical procedure and:
  - (a) give an oral description of the procedure;
  - (b) write a summary of what they saw.
6. Use excerpts from prescribed literary texts as stimulus material for classroom activities and discussions related to specific themes.

**Most of the suggested teaching and learning activities can be used for classroom evaluation purposes.**

## UNIT 2

### MODULE 3: L'INDUSTRIE ET L'ÉCONOMIE

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module - L'industrie et l'économie.

#### SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as news items, telephone messages, press conferences and television programmes;
2. examine the structure and content of texts written in French, such as, magazine and newspaper articles, reports, press releases and literary texts;
3. express ideas and opinions in French in relation to industry and economic issues in an organised manner, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in French literary works;
5. analyse plot, setting, character and narrative and dramatic techniques in French literary works;
6. synthesise information from a variety of sources, including prescribed literary texts, on a specified theme.

#### CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Francophone culture, particularly in the French-speaking Caribbean.

1. Importance and impact of various industries for sustainable economic development:
  - (a) tourism, including eco-tourism;
  - (b) agriculture; including genetically modified foods;
  - (c) renewable and non-renewable sources of energy.



## UNIT 2

### MODULE 3: L'INDUSTRIE ET L'ÉCONOMIE (cont'd)

2. New trends in business, for example:
  - (a) e-commerce: innovations and impact on traditional business;
  - (b) home offices: advantages and disadvantages.

#### **Suggested Teaching and Learning Activities**

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. Have students visit on-line shopping sites, for example, [www.redoute.fr](http://www.redoute.fr), [www.3suisnes.fr](http://www.3suisnes.fr) and [www.galerielafayette.com](http://www.galerielafayette.com). They then compare that experience with the experience of traditional shopping, highlighting the advantages and/or disadvantages of each mode of shopping.
2. Have students play the roles of executives of a local company. They:
  - (a) discuss the advantages and disadvantages of holding video-conferences and webinars rather than travelling to meetings or seminars;
  - (b) plan the agenda for their upcoming video-conference with their sister company in a French-speaking country.
3. Have students listen to or watch a video of an advertisement promoting the tourism product of a particular French-speaking country. Students discuss the main points of the advertisement such as:
  - (a) what the country has to offer;
  - (b) the image of the country being presented through the advertisement;
  - (c) how convincing is the advertisement;
  - (d) whether they should visit the country, based on the advertisement.

As a follow-up activity, students create an advertisement for television in French to sell the tourism product of their own country.

4. Have students visit an agricultural station, farm or oil refinery and report in French on its contribution to the economy.
5. Have students listen to a discussion and/or an interview, a Podcast about the problems faced by small countries that depend on one product for export, for example, the banana producers of the Caribbean.

## UNIT 2

### MODULE 3: L'INDUSTRIE ET L' ÉCONOMIE (cont'd)

They discuss in class:

- (a) the reason for the problem;
- (b) what small economies can do to protect their main export;
- (c) how small countries can survive in a world of globalisation.

As a follow-up activity, students write an essay on the issue with suggestions for ways in which these countries could diversify their agricultural sector.

6. Have students investigate a successful self-employed entrepreneur either in their country or a French speaking country.

Students:

- (a) construct a profile of the business;
- (b) find out about the use of ICTs in the business.

As a follow-up activity, students do a role-play in French simulating an interview between a journalist and the entrepreneur.

7. Have students make an oral presentation, create a Podcast (audio or video) on genetically modified foods.
8. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussion related to the specific themes.

**Most of the suggested teaching and learning activities can be used for classroom evaluation purposes.**

## ◆ OUTLINE OF ASSESSMENT

Each Unit of the syllabus will be assessed separately. The assessment will comprise two components, one external and one internal. Candidates must complete the School-Based Assessment for each Unit for which they register.

**The scheme of assessment for each Unit will be the same.** Candidates' performance on each Unit will be reported as an overall grade and a grade on each Module of the Unit.

### EXTERNAL ASSESSMENT FOR EACH UNIT (80 per cent)

**Written papers** - **5 hours and 40 minutes**

**Paper 01** **Listening Comprehension** 30 per cent  
(1 hour and 30 minutes) Candidates are to answer *forty-five multiple choice items*

**Paper 02** **Reading and Writing** 30 per cent  
(2 hours and 10 minutes) Candidates are to answer three questions.

**Paper 03** **Literary Analysis and Themes** 20 per cent  
(2 hours) Candidates are to answer two questions.

### SCHOOL-BASED ASSESSMENT FOR EACH UNIT (20 per cent)

**Paper 04** **Oral Examination**

This component is assessed by the teacher using School-Based Assessment criteria provided by CXC and is externally moderated by CXC.

### MODERATION OF THE SCHOOL-BASED ASSESSMENT

School-Based Assessment Record Sheets are available online via the CXC's website [www.cxc.org](http://www.cxc.org).

All School-Based Assessment Record of marks must be submitted Online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC for moderation purposes. These assignments will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.

Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC of the examination results.

## ASSESSMENT DETAILS

### External Assessment (80 per cent of Total Assessment)

#### Paper 01 – Listening Comprehension (1 hour and 30 minutes – 30 per cent of Total Assessment)

##### 1. Number of Questions

This paper consists of *forty-five multiple choice items* arranged in two sections covering all three Modules. *Fifteen items* are based on Module 1, *fifteen items* on Module 2, and *fifteen items* on Module 3.

##### 2. Syllabus Coverage

Knowledge of the entire Unit is required. The aim of this paper is to test the listening skill.

##### 3. Question Type

In Section A, which is based on Modules 1 and 3, there are five short selections in French and *the multiple choice items will be* in English.

Section B, which is based on Module 2, consists of an extended conversation, interview, commentary or discussion in French and *the multiple choice items will be* in English.

##### 4. Mark Allocation

*One mark will be assigned to each item. The maximum number of marks (45) available for this paper, will be weighted to 72.*

#### Paper 02 – Reading and Writing (2 hours and 10 minutes – 30 per cent of Total Assessment)

##### 1. Number of Questions

This paper consists of seven questions.

##### 2. Syllabus Coverage

Familiarity with the entire Unit is required. The aim of this paper is to test the reading and writing skills.

##### 3. Question Type

Section A consists of two passages based on Modules 1 and 3 requiring short responses. Candidates must answer ALL questions in Section A.

###### Passage 1

Candidates will be required to:

- (a) respond in FRENCH, in their own words, to questions set in FRENCH;



- (b) express their opinion on issues raised in the passage.

### Passage 2

Candidates will be required to:

- (a) respond in ENGLISH to questions set in English;
- (b) explain key phrases and idiomatic expressions in the text.

Section B consists of five (5) essay questions based on Module 2. Candidates will be required to write an essay of 300 – 350 words in FRENCH on ONE of the five questions.

#### **4. Mark Allocation**

The total number of marks available for this paper is 72. The paper contributes 30 per cent to the final assessment. Each Module contributes 10 per cent.

#### **5. Award of Marks**

In Section B, full marks are awarded for correct answers. Partial credit is awarded for partially correct answers.

In Section B, marks are awarded for correctness of expression and content.

### **Paper 03 – Literary Analysis and Themes (2 hours – 20 per cent of Total Assessment)**

#### **1. Number of Questions**

This paper consists of eight questions. Candidates are required to answer two questions, one from Section A (Literary Analysis) and one from Section B (Thematic Essays).

**Candidates must use a different text to answer each question.**

#### **2. Syllabus Coverage**

Knowledge of the theme(s) selected is required. The aim of this paper is to test candidates' ability to understand and analyse literary texts.

### 3. Question Type

#### UNIT 1

Section A: This section consists of four literary excerpts requiring short responses in **French** to questions set on the excerpts. Candidates will be expected to describe and analyse one or more of the following: plot, setting, character and narrative or dramatic techniques related to ONE excerpt.

Section B: Section B consists of four essay questions on the set themes. Candidates are required to answer ONE question. Questions will be set in **English**. Candidates will be required to refer in detail to one text for the theme of choice. **Candidates must not select for Section B, the text which they used for their answer in Section A.**

#### UNIT 2

Section A: This section consists of four literary excerpts requiring short responses in **French** to questions set on the excerpts. Candidates will be expected to describe and analyse one or more of the following: plot, setting, character and narrative or dramatic techniques related to ONE excerpt. **Candidates will also be expected to display detailed knowledge of the structure and content of the text.**

Section B: Section B consists of four essay questions on the set themes.

Candidates are required to answer ONE question. Questions will be set in **English**. Candidates will be required to refer in detail to one text for the theme of choice. **Candidates must not select for Section B, the text which they used for their answer in Section A.**

Essays should be between 450-500 words and be written in **English** and MUST include quotations from the text. Quotations **MUST** be cited in **French**.

Candidates will be allowed to bring into the examination room a dictionary and one text related to EACH theme for the purpose of answering questions in Section B. Texts that are brought into the examination room must not be heavily annotated. Where any editor's notes appear at the beginning or end of the text, these must not be visible to the candidate.

### 4. Mark Allocation

The total number of marks available for this paper is 48. These marks are equally distributed across the three Modules. The paper contributes 20 per cent to the final assessment. Each Module contributes 6.66 per cent.

## 5. Award of Marks

In Section A, full marks are awarded for correct answers. Partial credit is awarded for partially correct answers.

In Section B, marks are awarded for knowledge and understanding, application of knowledge and organisation of material.

### **School-Based Assessment (20 per cent of Total Assessment)**

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded by teachers are in line with the Caribbean Examinations Council's standards, the Council undertakes the moderation of a sample of the School-Based Assessment assignments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities emphasised by this CAPE subject and enhances the validity of the examination on which candidate performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

The Caribbean Examinations Council seeks to ensure that the School-Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

### **Paper 04 – Oral Examination (15 minutes – 20 per cent of Total Assessment)**

The oral examination will be conducted by the classroom teacher. The entire examination must be taped and submitted to the Local Registrar to reach CXC no later than 31 May of the year of the examination.

## **UNIT 1**

The prepared topic, topic conversation and general conversation **MUST** be based on Modules 1, 2 or 3 of Unit 1.

## UNIT 2

The prepared topic, topic conversation and general conversation MUST be based on Modules 1, 2 or 3 of Unit 2.

The format of the examination is as follows:

### 1. PREPARED TOPIC (3 minutes) – 12 marks

Presentation by the candidate of a prepared topic of his or her choice approved by the teacher. The topic chosen must focus on a Francophone country. Reference may also be made to the candidate's country. Candidates will be assessed on their ability to provide relevant information, and to express opinions in a coherent and logical manner.

Candidates should be natural and spontaneous in the delivery of the topic. Candidates are not allowed to bring a written version of their presentation into the examination room, but may have a cue card with no more than five (5) headings.

### 2. TOPIC CONVERSATION (5 - 6 minutes) – 18 marks

In this section, the teacher should initiate conversation about the prepared topic. Candidates must be prepared to provide additional information, as well as express their opinions and engage the teacher in a conversation related to the topic.

### 3. GENERAL CONVERSATION (5 - 6 minutes) – 18 marks

- (a) This section should start with general questions on the candidate's background and move quickly to a discussion of more abstract or current issues.
- (b) Candidates should discuss current issues but are not expected to be knowledgeable on all such matters.
- (c) Candidates should express their opinions and engage the teacher in a general conversation.

## GUIDELINES FOR CONDUCTING THE SCHOOL-BASED ASSESSMENT (ORAL)

1. The entire examination should be conducted in a relaxed, quiet environment.
2. The entire examination, including greetings and instructions, must be conducted in French and should not exceed 15 minutes.
3. Before formally beginning the examination, the teacher should put each candidate at ease with one or two simple warm-up questions or comments.

### Examples of warm-up questions

- Comment allez-vous?
- Comment vous appelez-vous?
- Quel âge avez-vous?
- Où habitez-vous?

4. The teacher should inform the candidate at the start of the assessment that the examination will be conducted in a specific order – prepared topic, topic conversation, general conversation. This should be done in French.
5. The teacher should encourage the candidate with positive reinforcement such as bien, très bien, in appropriate places.
6. The teacher should **NOT** put off candidates by negative reactions to their responses.
7. The teacher should speak at a natural pace. The teacher should not distort the language by being too deliberate in speech.
8. The teacher should ask questions **once** only and repeat only after the candidate has paused long enough to indicate lack of understanding.
9. The teacher should avoid talking too much, thus interfering with the candidate's production of the language.
10. **The teacher should NOT end abruptly.** The teacher should bring the examination to a pleasant close with some appropriate comment.

#### **GUIDELINES FOR PREPARED TOPIC**

**Time: 3 minutes**

1. Each candidate should be prepared to speak on the topic selected. Teachers must ensure that the topic selected by the candidates falls within the scope of the three Modules.
2. During the examination, candidates are required to speak for approximately THREE MINUTES on the topic chosen. Candidates should be natural and spontaneous in their delivery of the topic.
3. Candidates are allowed to use cue cards, with no more than five (5) headings as reminders of special points in their presentation.
4. During the oral examination, the teacher should only make brief encouraging comments such as bien, très bien, in appropriate places.

#### **GUIDELINES FOR TOPIC CONVERSATION**

**Time: 5 - 6 minutes**

1. Prior to the examination, the teacher should have prepared questions on EACH topic.
2. Questions should be formulated to elicit facts, opinions and comments.
3. The teacher should ask EACH candidate questions based on the selected topic but should bear in mind that the examination should be conducted as a conversation between two persons.

4. Care should be taken to ensure that the conversational nature of the examination is developed and maintained throughout.

#### **GUIDELINES FOR GENERAL CONVERSATION**

##### **Time: 5 - 6 minutes**

1. Prior to the examination, the teacher should have prepared questions on current issues.
2. Questions should be formulated to elicit facts, opinions and comments.
3. The teacher should bear in mind that the examination should be conducted as a conversation between two persons.
4. Care must be taken to ensure that the conversational nature of the examination is developed and maintained throughout.

The Assessment criteria will be based on the following areas:

- (a) Content and Presentation;
- (b) Comprehension;
- (c) Correctness of Expression and Vocabulary;
- (d) Pronunciation, Intonation and Fluency.

##### ***Examples of General Questions***

1. *A votre avis, quelles sont les causes de la délinquance juvénile?*
2. *Croyez-vous que la télévision entraîne la violence?*
3. *Est-ce que les sports jouent un rôle important dans la vie moderne?*
4. *On dit que les écoles sont en crise. Pourquoi?*
5. *Quels sont les effets des drogues sur notre société?*
6. *On dit que c'est le rôle de la femme d'élever les enfants. Qu'en pensez-vous?*

### MARK SCHEME FOR THE SCHOOL-BASED ASSESSMENT (ORAL EXAMINATION)

The total mark for the oral examination is 48. In the Mark Scheme below, the marks for Topic Conversation and General Conversation were doubled for marking convenience and should be divided by TWO (2) before being added to the mark for the Prepared Topic to arrive at the final mark.

Prepared Topic 12 Marks	Topic Conversation 18 Marks			General Conversation 18 Marks		
Content/Presentation  12 Marks	Comprehension  6 Marks	Correctness of Expression/Range of Vocabulary 6 Marks	Pronunciation/ Intonation/Fluency  6 Marks	Comprehension  6 Marks	Correctness of Expression/Range of Vocabulary 6 Marks	Pronunciation/ Intonation/Fluency  6 Marks
Total 12 Marks	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12
10 – 12 Excellent organisation and coverage of topic; includes many facts, ideas and sound opinions expressed in a very coherent and logical manner; very spontaneous delivery; excellent presentation.	10 – 12 Responds promptly and appropriately to all questions and has no problems comprehending.	10 – 12 Uses a wide range of structures and vocabulary appropriately and accurately; occasional minor error.	10 – 12 Excellent pronunciation and intonation; very fluent and accurate speech; occasional minor error or slight hesitation.	10 – 12 Responds promptly and appropriately to all questions and has no problems comprehending.	10 – 12 Uses a wide range of structures and vocabulary appropriately and accurately; an occasional minor error.	10 – 12 Excellent pronunciation and intonation; very fluent and accurate speech; occasional minor error or slight hesitation.
8 - 9 Very good organisation and coverage of topic; includes many facts, ideas and opinions; opinions are coherent and logical; spontaneous delivery; very good presentation.	8 - 9 Responds promptly and appropriately to most questions but has occasional problems comprehending.	8 - 9 Uses a wide range of structures and vocabulary appropriately and accurately; a few minor errors.	8 - 9 Very good pronunciation and intonation; very fluent and accurate speech; occasional error or hesitation.	8 - 9 Responds promptly and appropriately to most questions and has occasional problems comprehending.	8 - 9 Uses a wide range of structures and vocabulary appropriately and accurately; a few minor errors.	8 - 9 Very good pronunciation and intonation; very fluent and accurate speech; occasional error or hesitation.
7 Good organisation and coverage of topic; fewer facts, ideas and opinions included; opinions are coherent and logical; slight hesitancy in delivery; good presentation.	7 Responds appropriately but has some problems comprehending.	7 Uses a wide range of structures and vocabulary appropriately and accurately; more minor errors.	7 Good pronunciation and intonation; fluent and accurate speech; minor errors; more hesitation.	7 Responds appropriately but has some problems comprehending.	7 Uses a wide range of structures and vocabulary appropriately and accurately; more minor errors.	7 Good pronunciation and intonation; fluent and accurate speech; minor errors; more hesitation.

<b>Prepared Topic 12 Marks</b>	<b>Topic Conversation 18 Marks</b>			<b>General Conversation 18 Marks</b>		
<b>Content/Presentation  12 Marks</b>	<b>Comprehension  6 Marks</b>	<b>Correctness of Expression/Range of Vocabulary 6 Marks</b>	<b>Pronunciation/ Intonation/Fluency  6 Marks</b>	<b>Comprehension  6 Marks</b>	<b>Correctness of Expression/Range of Vocabulary 6 Marks</b>	<b>Pronunciation/ Intonation/Fluency  6 Marks</b>
<b>Total 12 Marks</b>	<b>Total 6 x 2 = 12</b>	<b>Total 6 x 2 = 12</b>	<b>Total 6 x 2 = 12</b>	<b>Total 6 x 2 = 12</b>	<b>Total 6 x 2 = 12</b>	<b>Total 6 x 2 = 12</b>
6 Satisfactory organisation and coverage of topic; not many facts, ideas and opinions included; opinions expressed with reasonable coherence and logic; greater hesitancy in delivery; satisfactory presentation.	6 Understands most questions but responds after some delay.	6 Satisfactory grasp of essential structures; some inaccuracies but not affecting meaning.	6 Generally correct pronunciation and intonation; reasonable fluency and accuracy in speech; greater hesitation and number of errors.	6 Understands most questions but responds after some delay.	6 Satisfactory grasp of essential structures; some inaccuracies but not affecting meaning.	6 Generally correct pronunciation and intonation; reasonable fluency and accuracy in speech; greater hesitation and number of errors.
5 Inadequate organisation and coverage of topic; very few facts, ideas and opinions included; opinions lack coherence and logic; marked hesitancy in delivery; very disjointed presentation.	5 Understands only basic questions, requires prompting and responds with difficulty.	5 Demonstrates some grasp of essential structures; however, has inaccuracies that affect meaning.	5 Generally incorrect pronunciation and intonation; marked hesitation in speech.	5 Understands only basic questions, requires prompting and responds with difficulty.	5 Demonstrates some grasp of essential structures; however, has inaccuracies that affect meaning.	5 Generally incorrect pronunciation and intonation; marked hesitation in speech.
3 - 4 Very poor organisation and coverage of topic; irrelevant material, incoherent arguments; no factual information; long pauses in delivery.	3 - 4 Understands very few questions and produces limited responses.	3 - 4 Demonstrates a limited grasp of essential structures; numerous inaccuracies.	3 - 4 Inadequate pronunciation and intonation; barely comprehensible; long pauses in speech.	3 - 4 Understands very few questions and produces limited responses.	3 - 4 Demonstrates a limited grasp of essential structures; numerous inaccuracies.	3 - 4 Inadequate pronunciation and intonation; barely comprehensible; long pauses in speech.
0 - 2 Little or no production; ungradable.	0 - 2 Understands little or nothing and produces many anglicisms.	0 - 2 Demonstrates no grasp of essential structures; generally inaccurate.	0 - 2 Severely distorted pronunciation and intonation; cannot be understood.	0 - 2 Understands little or nothing and produces many anglicisms.	0 - 2 Demonstrates no grasp of essential structures; generally inaccurate.	0 - 2 Severely distorted pronunciation and intonation; cannot be understood.



## ◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates will be required to complete Papers 01, 02, 03 and 04.

Paper 04 comprises the oral examination.

The requirements of Paper 04 are the same as those for the School-Based candidates.

## ◆ REGULATIONS FOR RESIT CANDIDATES

Resit candidates must complete Papers 01, 02 and 03 of the examination for the year for which they re-register. *Candidates may reuse any moderated SBA score (Paper 04, Oral Examination) within a two-year period. In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the preliminary results if a candidate's moderated SBA score is less than 50% in a particular Unit. Candidates re-using SBA scores should register as "Re-sit candidates" and must provide the previous candidate number when registering.*

Candidates reusing SBA scores in this way must register as 'Resit candidates' and provide the previous candidate number. (In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the pre-slip if a candidate's moderated SBA score is less than 50 per cent).

**For CAPE French, candidates can no longer transfer their SBA score from one Unit to the other Unit.**

Resit candidates must be registered through a school, a recognised educational institution, or the Local Registrar's Office.

## ◆ ASSESSMENT GRID

The Assessment Grid for each Unit contains marks assigned to Papers and Modules, and percentage contributions of each Paper to total scores.

Papers	Module 1	Module 2	Module 3	Total	(%)
External Assessment Paper 01	15 (24 weighted)	15 (24 weighted)	15 (24 weighted)	45 (72 weighted)	(30)
Paper 02	24	24	24	72	(30)
Paper 03	16	16	16	48	(20)
School-Based Assessment Paper 04	16	16	16	48	(20)
<b>Total</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>240</b>	<b>(100)</b>

## ◆ GLOSSARY OF BEHAVIOURAL VERBS USED IN THE MODERN LANGUAGES EXAMINATIONS

WORD	TASK
(Analyse) Analysez	<p>Explain or interpret information by examining its constitution or structure methodically as directed. An analysis may involve identifying matters such as dialectal varieties, attitudes to language, authorial tone, elements of literary analysis, such as plot, theme, stylistic devices, narrative point of view, tone, time and setting.</p> <p>This requires the careful examination of material in order to identify meaning. This may be done by identifying motives or causes, making inferences, and/or finding evidence to support generalisations.</p> <p>For example: Analysez la peinture du couple dans ce texte.</p>
(Comment) Commentez	<p>Give your views or reaction. This verb is typically used in a question that seeks the candidate's views on the effectiveness of a literary or language device and requires an examination of how the writer uses different elements of writing, for example, a literary device or diction to create effect and meaning. The overall effect on the piece of work must be provided. The effect must take into account the writer's purpose and other elements of the piece of work, for example, theme, structure, diction and tone. A judgment must be made about the level of effectiveness of the element used. A link must be made between the writer's intent and the outcome.</p> <p>For example: Commentez l'interprétation de Lumumba du mot &lt;&lt;neutralisation&gt;&gt;.</p>
(Compare and contrast) Comparez et contrastez	<p>Express similarities and differences between at least two entities. 'Compare' refers to the similarities, while 'contrast' refers to the differences. An alternative expression is 'State/Discuss similarities and differences'. Contrast expresses differences and distinction. In the act of contrasting, similarities are noted so that differences and distinctions can be highlighted. In comparing, however, only similarities are highlighted. Instead of the words compare or contrast, the words similarities or differences may be used in the examination.</p> <p>For example: Comparez et contrastez la conduite des femmes dans ce texte.</p>
(Define) Définissez	<p>State precisely the meaning, nature or scope of words or phrases (often with an illustration). This verb is usually used in relation to words/phrases. It may be necessary to give an example.</p> <p>For example: Définissez le terme 'no man's land'.</p>

**WORD****TASK**

(Describe) Décrivez

Provide a detailed account, including significant characteristics or traits of the issue in question.

For example: Décrivez les sentiments du narrateur au début de l'extrait.

(Discuss) Discutez

Provide an extended answer exploring related concepts and issues using detailed examples but not necessarily drawing a conclusion.

For example: <<Le téléphone portable contribue de plus en plus aux malheurs de la société.>> Discutez.

(Explain) Expliquez

Focus on what, how and why something occurred. State the reasons or justifications, interpretation of results and causes. Make something (usually an idea, situation or problem) clear by describing it in more detail or giving more information on it. Include evidence to support your explanation.

Expliquez le choix du mot <<parvint>> par le narrateur dans le premier paragraphe.

(Evaluate) Évaluez

Judge or determine the value of material (sources of information, articles) for a given purpose with appropriate support/examples/evidence.

For example: Évaluez l'importance des interventions du personnage principal dans cette scène.

(Give /State) Donnez

These verbs can be used interchangeably. Provide short concise answers.

For example: Donnez DEUX exemples de l'amour paternel dans ce texte.

(Identify) Identifiez

Extract the relevant information from the stimulus without explanation.

For example: Identifiez les DEUX phrases qui semblent indiquer que le narrateur a l'esprit analytique.

In some instances the question may first ask that you identify and then justify your answer. In such a situation an explanation must be given.

(Justify) Justifiez

Give an explanation (for a response or situation). Support your explanation with the use of examples.

For example: <<La dame a l'esprit très ouvert.>> Justifiez cette opinion en vous référant à l'extrait.

**WORD**

(Relate) Racontez

(Suggest) Suggérez/  
Recommandez

**TASK**

Tell or give an account of.

For example: Racontez l'histoire de sa vie.

To provide, to give, or to put forward suggestions or recommendations.

For example: Suggérez des solutions au chômage de longue durée dans notre région.

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### Useful Internet Resources

American Council on the Teaching of Foreign Languages (ACTFL): [www.actfl.org](http://www.actfl.org) Grant and Cutler Language Booksellers: [www.grantandcutler.com](http://www.grantandcutler.com)  
Linguanet and CILT (Center for Information on Language Teaching: [www.cilt.org.uk](http://www.cilt.org.uk)  
France à la Carte: [www.francelacarte.org.uk](http://www.francelacarte.org.uk)  
Le cinéma français: [www.fcm.fr/chtrain/cinefr.htm](http://www.fcm.fr/chtrain/cinefr.htm)

### Websites

[www.advmaterials.demon.co.uk](http://www.advmaterials.demon.co.uk)  
[www.attica.fr](http://www.attica.fr)  
[www.champs-elysees.com](http://www.champs-elysees.com)  
[www.cilt.org.uk](http://www.cilt.org.uk)  
[www.cndp.fr](http://www.cndp.fr)  
[www.esb.co.uk](http://www.esb.co.uk)  
[www.fdlm.org](http://www.fdlm.org)  
[www.fle.fr](http://www.fle.fr)  
[www.french.about.com](http://www.french.about.com)  
[www.frenchteachers.org](http://www.frenchteachers.org)  
[www.grantandcutler.com](http://www.grantandcutler.com)  
[www.linguanet.org.uk](http://www.linguanet.org.uk)  
[www.quia.com/pages/babelspeak/html](http://www.quia.com/pages/babelspeak/html)  
[www.rf.fr](http://www.rf.fr)  
[www.sitesforteachers.com](http://www.sitesforteachers.com)  
[http://www.tv5.org/TV5Site/enseigner-apprendre-francais/accueil\\_enseigner.php](http://www.tv5.org/TV5Site/enseigner-apprendre-francais/accueil_enseigner.php)  
[www.voila.fr](http://www.voila.fr) [www.yahoo.fr](http://www.yahoo.fr)

**Western Zone Office**  
**September 2017**



# CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination®



## FRENCH

### Specimen Papers and Mark Schemes/Keys

**Specimen Papers:**

- Unit 1, Paper 01
- Unit 1, Paper 02
- Unit 1, Paper 03
- Unit 2, Paper 01
- Unit 2, Paper 02
- Unit 2, Paper 03

**Mark Schemes and Keys:**

- Unit 1, Paper 01
- Unit 1, Paper 02
- Unit 1, Paper 03
- Unit 2, Paper 01
- Unit 2, Paper 02
- Unit 2, Paper 03





**CANDIDATE – PLEASE NOTE!**

PRINT your name on the line below and return this booklet with your answer sheet. Failure to do so may result in disqualification.

TEST CODE **02122010**

**SPEC 2017/02122010**

**CARIBBEAN EXAMINATIONS COUNCIL  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**FRENCH**

**Unit 1 – Paper 01**

*1 hour 30 minutes*

\_\_\_\_\_

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. This test consists of 45 items. You will have 1 hour and 30 minutes to answer them.
2. This paper is divided into TWO sections. Section A consists of FIVE selections. Section B consists of an interview.
3. The question booklet contains questions based on the selections and interview.
4. In addition to this test booklet, you should have an answer sheet.
5. Do not be concerned that the answer sheet provides spaces for more answers than there are items in this test.
6. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
7. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Martinique is ...

- (A) a town
- (B) a peninsula
- (C) an island
- (D) a city

Sample Answer



The correct answer to this item is “an island”, so (C) has been shaded.

8. If you want to change your answer, erase it completely before you fill in your new choice.
9. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later.

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

SECTION A

**Instructions to Candidates**

**You will hear FIVE short selections. Each selection will be heard twice. For each selection there are a number of questions printed in your test booklet followed by four suggested answers. Choose the BEST answer for each question and shade the corresponding space on your answer sheet. You can make notes at any time during the examination.**

**You now have ONE minute to read the questions on the first selection.**

**Now, listen to the first selection.**

**SELECTION 1**

**Listen to the first selection for the second time.**

**You now have SEVEN minutes to answer the questions.**

1. According to the extract, Martinicans are passionate about
  - (A) music
  - (B) dance
  - (C) sports
  - (D) politics
2. Where is Zouk music popular?
  - (A) only in towns
  - (B) in the country areas
  - (C) in the neighbouring countries
  - (D) in both the towns and the country areas
3. The continents that have contributed to creating Zouk music are
  - (A) Africa and Asia
  - (B) Asia and Europe
  - (C) Africa and Europe
  - (D) North America and South America
4. Which of the following statements is CORRECT according to the selection?
  - (A) Music is the greatest passion of the people of Martinique.
  - (B) Zouk music is the greatest passion of the people of Martinique.
  - (C) Music is the greatest passion of people of the French Caribbean.
  - (D) Zouk is the only music to have originated in the French Caribbean.
5. What is significant about the band "Zouk Machine"?
  - (A) All of the members of the band were based in Martinique.
  - (B) It has made Zouk music popular worldwide.
  - (C) It produced the first number one hit from the French Caribbean.
  - (D) Other bands have patterned themselves after Zouk Machine.

GO ON TO THE NEXT PAGE

6. How do people usually dance to Zouk music?
- (A) As a couple, dancing close together quickly.
  - (B) The man holds and twirls the woman around him.
  - (C) The couple slowly and gracefully dance together.
  - (D) Both the man and the woman dance by themselves before holding each other.

7. In France, Zouk music is regarded as
- (A) a symbol of Martinique
  - (B) the next emerging musical genre
  - (C) an integral part of French culture
  - (D) the most popular music in the overseas departments

**You now have ONE minute to read the questions on the second selection.**

**Now, listen to the second selection.**

SELECTION 2

**Listen to the second selection for the second time.**

**You now have EIGHT minutes to answer the questions.**

- 8.** According to the extract, the influence of sports on lifestyle is
- (A) positive
  - (B) negative
  - (C) slightly positive
  - (D) slightly negative
- 9.** Which of the following benefits of sports are mentioned in the selection?
- (A) Physical and psychological development
  - (B) Physical development and resistance to illnesses
  - (C) Lifestyle and physical development
  - (D) Resistance to illness and psychological development
- 10.** Who are obliged to help a child select a sport?
- I. Parents
  - II. Teachers
  - III. Counsellors
- (A) I only
  - (B) II only
  - (C) I and II only
  - (D) II and III only
- 11.** Which of the following are mentioned as technical sports?
- (A) Tennis and golf
  - (B) Golf and football
  - (C) Football and tennis
  - (D) Badminton and table tennis
- 12.** In the selection, football is mentioned
- (A) as an example of a team sport
  - (B) as an example of a technical sport
  - (C) because young children prefer it to tennis
  - (D) because adults generally know its regulations
- 13.** What is the importance of team sports?
- (A) More persons can access team sports.
  - (B) They help to develop self-confidence.
  - (C) Children prefer team sports over technical sports.
  - (D) Children's problems are resolved when exposed to such sports.

GO ON TO THE NEXT PAGE

14. How do technical sports benefit children?

- (A) Children who are normally reserved become outgoing.
- (B) Extroverts develop a greater love for the outdoors.
- (C) They become much more aggressive.
- (D) A greater sense of trust is developed.

15. Sporting activities should target

- (A) introverts
- (B) extroverts
- (C) all children
- (D) children with physical development issues

**You now have ONE minute to read the questions on the third selection.**

**Now, listen to the third selection.**

SELECTION 3

**Listen to the third selection for the second time.**

**You now have FIVE minutes to answer the questions.**

- 16.** Pollution occurs as a result of
- I. chemical waste
  - II. industrial waste
  - III. biological waste
- (A) I only  
(B) II only  
(C) I and II only  
(D) II and III only
- 17.** Which forms of pollution are specifically mentioned?
- (A) Land pollution and water pollution  
(B) Coastal pollution and air pollution  
(C) Noise pollution and marine pollution  
(D) Agricultural pollution and atmospheric pollution
- 18.** Which TWO causes of pollution are specifically mentioned?
- (A) Use of insecticides and emissions of gases  
(B) Rupture of gas lines and piles of rubbish  
(C) Effluent from factories and vehicle exhaust  
(D) Improper clearing of wells and improper disposal of chemicals
- 19.** According to the selection, the causes of pollution are MAINLY due to
- (A) human activity only  
(B) natural phenomena only  
(C) scientific activity and global warming  
(D) human activity and natural phenomena
- 20.** The multiple effects of pollution are felt by the
- (A) animals and fishes  
(B) scientists and botanists  
(C) farmers and manufacturers  
(D) general public and marine life

GO ON TO THE NEXT PAGE

**You now have ONE minute to read the questions on the fourth selection.**

**Now, listen to the fourth selection.**

SELECTION 4

**Listen to the fourth selection for the second time.**

**You now have FIVE minutes to answer the questions.**

- 21.** Eco-tourism is practised MAINLY in
- (A) rural areas
  - (B) urban areas
  - (C) natural habitats
  - (D) human societies
- 22.** The MAIN aim of eco-tourism is to
- (A) protect the environment
  - (B) provide revenue for the country
  - (C) allow specific groups to obtain goals
  - (D) ensure that traditional tourism is regulated
- 23.** In what way can traditional tourism run counter to the objective of eco-tourism?
- (A) Local foods may not be used in the hotels.
  - (B) It can destroy the natural surroundings.
  - (C) Few jobs may be provided via traditional tourism.
  - (D) It is concentrated mainly in the newly populated areas.
- 24.** The MAIN benefit of eco-tourism is the
- (A) creation of jobs linked to eco-tourism
  - (B) balance achieved with traditional tourism
  - (C) recognition of its worth by the general public
  - (D) development of social services in the particular sector
- 25.** Which of the following groups has been specifically mentioned as benefiting financially from eco-tourism?
- (A) Farmers, women, young people
  - (B) Environmentalists, women, bird lovers
  - (C) City dwellers, young people, farmers
  - (D) Bird lovers, animal lovers, environmentalists

GO ON TO THE NEXT PAGE

**You now have ONE minute to read the questions on the fifth selection.**

**Now, listen to the fifth selection.**

SELECTION 5

**Listen to the fifth selection for the second time.**

**You now have FIVE minutes to answer the questions.**

26. Which of the following statements is CORRECT according to the selection?
- (A) Caribbean islands often have waste disposal problems.
  - (B) Waste disposal is not a major factor for Caribbean islands.
  - (C) Small Caribbean islands often have waste disposal problems.
  - (D) The problem of waste disposal has been solved in the Caribbean islands.
27. What statement is made about solid waste produced in urban areas?
- (A) Most solid waste products are dumped into rivers.
  - (B) Solid waste products are sometimes burnt.
  - (C) There is adequate solid waste protection in these areas.
  - (D) There is a specific agency that deals with its collection.
28. What are the effects of poor waste disposal?
- (A) There can be serious social and developmental problems.
  - (B) It can lead to serious health and environmental problems.
  - (C) Affected persons sometimes protest in the streets.
  - (D) The eventual cost to provide proper disposal becomes exorbitant.
29. According to the extract, contaminated waste water can cause
- (A) pneumonia
  - (B) intestinal diseases
  - (C) metal poisoning
  - (D) infant developmental issues
30. Which of the following procedures is mentioned as ONE way to manage waste disposal?
- (A) Using water wisely
  - (B) Recycling
  - (C) Building incinerators
  - (D) Developing a waste disposal project

GO ON TO THE NEXT PAGE



**SECTION B**

**Instructions to Candidates**

**In this section you will hear an interview. The entire interview will be heard a first time and will be repeated in two parts. You will be allowed THREE minutes to read the questions and suggested answers before the compact disc (CD) is played for the first time.**

**After listening to PART 1, you will be allowed SEVEN minutes to answer the questions on PART 1.**

**After listening to PART 2, you will be allowed EIGHT minutes to answer the questions on PART 2.**

**The entire interview will then be repeated, after which you will be allowed time to check your work.**

**You now have THREE minutes to read the questions.**

**Now, listen to the entire interview.**

**[Entire interview is played.]**

**A journalist interviews a sociologist on the topic of ‘street children’.**

**Now, listen to PART 1 of the interview.**

**[PART 1 is played]**

**You now have SEVEN minutes to answer the questions on PART 1.**

**PART 1**

**31. For whom is the issue of street children a concern?**

- I. Families
- II. Governments
- III. International Organizations

- (A) I only
- (B) II only
- (C) II and III only
- (D) I, II and III

**32. Which of the following statements provides the BEST description of street children?**

- (A) Children who live on the streets
- (B) Those who live or work on the streets
- (C) Children who live or work on the streets or in empty buildings
- (D) Those who live or work on the streets, in empty buildings and in open lots

33. In which regions of the world are street children to be found?
- (A) Only in developing countries
  - (B) The richest countries of the world
  - (C) The poorest countries of the world
  - (D) In both developing and industrialised countries

34. Street children come from
- (A) poor and rich families
  - (B) single-parent families
  - (C) the poorest of families
  - (D) rich but troubled families

35. Are the concerns of street children a

- I. moral issue
- II. sociological issue
- III. economic issue

- (A) I only
- (B) II only
- (C) II and III
- (D) I, II and III

36. The number of categories street children may be divided into is

- (A) two
- (B) three
- (C) four
- (D) five

37. The MAIN categories into which street children are grouped are those who

- (A) work on the streets AND sleep on the streets
- (B) live on the streets, visit home and family frequently
- (C) live on the streets during the week, live on the streets on weekends
- (D) work on the streets but sleep at home AND live on the streets but have little or no family contact

Now, listen to PART 2 of the interview.

[PART 2 is played]

You now have EIGHT minutes to answer the questions on PART 2.

**PART 2**

38. What do the sociologists mention about the statistics on street children?
- (A) The figures are for the past two years.
  - (B) The exact figures are unavailable.
  - (C) Only figures for the current year are available.
  - (D) The precise figures are due to be released shortly
39. What general information does the sociologist provide about street children?
- (A) There are several million, but the number is decreasing.
  - (B) There are several million, but the number is no longer increasing.
  - (C) There are several million but the number is increasing at an alarming rate.
  - (D) Although several million, the number is no longer increasing at an alarming rate.
40. How do street children survive?
- (A) They earn money or they steal money.
  - (B) They steal money with which to buy food.
  - (C) They try to find a job to earn money and buy food.
  - (D) Sometimes they beg but most times they steal money.
41. In which legal jobs are street children normally engaged?
- (A) Working in restaurants and hotels
  - (B) Working in garages, restaurants and hotels
  - (C) Transporting merchandise and working in restaurants or homes
  - (D) Transporting vehicles and working in restaurants or homes
42. Some street children get involved in dangerous or illegal activities such as
- (A) selling drugs and arms
  - (B) petty theft and gun running
  - (C) prostitution and gun running
  - (D) prostitution and drug selling
43. How are street children treated by their employers?
- (A) They are not paid at all.
  - (B) Sometimes they are not paid well.
  - (C) Most times they are generally well paid.
  - (D) Sometimes they are not paid well, other times they get a reasonable wage.

GO ON TO THE NEXT PAGE

44. Which of the following statements is CORRECT, according to the selection?

- (A) Employers sometimes exploit street children.
- (B) Most street children do not survive on the streets.
- (C) The survival of street children depends on the kindness of the citizens.
- (D) Street children soon give up legal jobs for illegal activities.

45. The purpose of this interview is to

- (A) highlight the advantages of being a street child
- (B) highlight the plight of street children
- (C) highlight the response from organizations
- (D) highlight the reported statistics about street children

**Now, listen to the entire interview as it is played for the final time.**

**[Entire interview played]**

**You may now use the time remaining to check your work.**

**END OF TEST**

**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.**

Master Data Sheet: Unit 1
---------------------------

Item Number	Key
1	A
2	D
3	C
4	A
5	B
6	A
7	A
8	A
9	A
10	C
11	A
12	A
13	B
14	A
15	C
16	C
17	D
18	A
19	D
20	D
21	C
22	A
23	B
24	B
25	D
26	C
27	A
28	B
29	B
30	B
31	D
32	D
33	D
34	A
35	D
36	A
37	D
38	B
39	C
40	C
41	C
42	D
43	D
44	A
45	B



**SPEC 2017/02122010**

TEST CODE **02122010**

**C A R I B B E A N E X A M I N A T I O N S C O U N C I L**  
**C A R I B B E A N A D V A N C E D P R O F I C I E N C Y E X A M I N A T I O N<sup>®</sup>**

**FRENCH**

**UNIT 1 – PAPER 01**

**MODERATOR'S SCRIPT**

*1 hour 30 minutes*

**SPECIMEN PAPER**

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## SECTION A

### **Instructions to Candidates**

**You will hear FIVE short selections. Each will be heard twice. For each selection there are a number of questions printed in your test booklet followed by four suggested answers. Choose the BEST answer for each question and shade the corresponding space on your answer sheet. You can make notes at any time during the examination.**

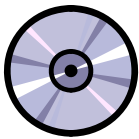
**You now have ONE minute to read the questions and suggested answers on the first selection.**

**Now, listen to the first selection.**

### **SELECTION 1**

La musique est la passion favorite des Martiniquais. La musique, surtout le zouk, est populaire dans les villes et les régions rurales. Le zouk, mélange des musiques de l'Afrique et de l'Europe, se danse en couple. L'homme tient la femme contre lui et les deux dansent ensemble très vite. Grâce à l'influence des groupes comme Zouk Machine, le zouk est très populaire partout dans le monde. En France le zouk est un symbole de la Martinique.

**Listen to the first selection for the second time.**



**You now have SEVEN minutes to answer the questions.**

GO ON TO THE NEXT PAGE

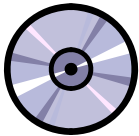
**You now have ONE minute to read the questions and suggested answers on the second selection.**

**Now, listen to the second selection.**

SELECTION 2

Les sports contribuent à un style de vie positif et peuvent stimuler le développement physique et psychologique de l'enfant. Les parents et les professeurs doivent aider un enfant à choisir un sport qui l'aidera à surmonter ses problèmes. Les sports collectifs, par exemple le football, présentent des avantages pour les enfants qui sont timides et manquent de confiance en eux. Les sports techniques, par exemple, le tennis et le golf, permettent aux enfants réservés d'être extravertis.

**Listen to the second selection for the second time.**



**You now have EIGHT minutes to answer the questions.**

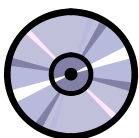
**You now have ONE minute to read the questions and suggested answers on the third selection.**

**Now, listen to the third selection.**

SELECTION 3

La pollution est une dégradation d'un milieu par des substances chimiques ou des déchets industriels. Il existe plusieurs manières de classer la pollution. On peut parler, par exemple, de la pollution agricole due aux insecticides ou de la pollution atmosphérique due principalement aux gaz. La pollution est due essentiellement aux activités humaines et aux phénomènes naturels. Elle a des effets multiples qui touchent la santé publique et les animaux marins.

**Listen to the third selection for the second time.**



GO ON TO THE NEXT PAGE



**You now have FIVE minutes to answer the questions.**

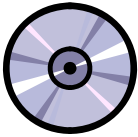
**You now have ONE minute to read the questions and suggested answers on the fourth selection.**

**Now, listen to the fourth selection.**

SELECTION 4

L'écotourisme est pratiqué principalement dans les zones naturelles alors que le tourisme traditionnel se concentre sur les sociétés humaines. D'une part, l'écotourisme cherche avant tout à protéger l'environnement. D'autre part, le tourisme traditionnel peut dégrader les milieux naturels. La création de l'emploi lié à l'écotourisme est considérée comme le bénéfice principal de l'écotourisme. Il permet aux agriculteurs, aux femmes et aux jeunes de gagner des revenus supplémentaires. L'écotourisme est une activité pour ceux qui aiment les animaux et les oiseaux.

**Listen to the fourth selection for the second time.**



**You now have FIVE minutes to answer the questions.**

**You now have ONE minute to read the questions and suggested answers on the fifth selection.**

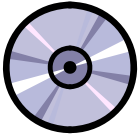
**Now, listen to the fifth selection.**

SELECTION 5

Les petites îles de la Caraïbe sont souvent confrontées au problème de la gestion des déchets. La plupart des déchets solides produits par les centres urbains ne sont pas ramassés et sont déversés dans les rivières, ou sur des terrains vagues. Des pratiques inadéquates d'évacuation des déchets peuvent causer de sérieux problèmes de santé et d'environnement. L'eau contaminée par des déchets peut provoquer notamment des maladies intestinales. On dit que le recyclage est un moyen de gérer les déchets.

GO ON TO THE NEXT PAGE

**Listen to the fifth selection for the second time.**



**You now have FIVE minutes to answer the questions.**

**END OF SECTION A**

**GO ON TO THE NEXT PAGE**

## SECTION B

### Instructions to Candidates

**In this section you will hear an interview. The entire interview will be heard a first time and will be repeated in two parts. You will be allowed THREE minutes to read the questions and suggested answers before the compact disc (CD) is played for the first time.**

**After listening to PART 1, you will be allowed SEVEN minutes to answer the questions on PART 1.**

**After listening to PART 2, you will be allowed EIGHT minutes to answer the questions on PART 2.**

**The entire interview will then be repeated, after which you will be allowed time to check your work.**

**You now have THREE minutes to read the questions.**

**Now, listen to the entire interview.**

**[Entire interview is played.]**

**A journalist interviews a sociologist on the topic of ‘street children’.**

### PART 1

Journaliste: Bonjour Madame. Merci de m’avoir accordé cette occasion de vous parler au sujet des enfants de la rue.

Sociologue: Je vous remercie de cette occasion de traiter un sujet qui préoccupe énormément les familles, les gouvernements et les organisations internationales.

Journaliste: Tout d’abord, qu’est-ce qu’un enfant de la rue?

Sociologue: Le terme «enfant de la rue» désigne les enfants qui vivent ou travaillent dans les rues, les bâtiments vides et les terrains vagues.

Journaliste: D’où viennent ces enfants?

GO ON TO THE NEXT PAGE

Sociologue: Dans le monde en développement et même dans des pays industrialisés les enfants de la rue viennent généralement des familles qui sont très pauvres. Cependant, quelquefois, leurs familles sont assez riches.

Journaliste: On m'a dit qu'on peut diviser ces enfants en deux grandes catégories.

Sociologue: Oui, on parle de ceux qui travaillent dans la rue mais dorment à la maison familiale et sont en bons termes avec la famille, et ceux qui vivent dans la rue et n'ont que des contacts limités ou pas de contact du tout avec leurs familles.

## **PART 2**

Journaliste: Quelles statistiques y a-t-il à l'égard du nombre d'enfants de la rue?

Sociologue: Les statistiques précises ne sont pas disponibles, mais on parle généralement de plusieurs millions et le nombre augmente d'une manière alarmante.

Journaliste: Qu'est-ce qu'ils font, ces enfants, pour survivre dans la rue?

Sociologue: La survie de beaucoup d'enfants dépend de leur capacité à trouver du travail et à gagner de l'argent pour acheter à manger.

Journaliste: Ces enfants, quels travaux trouvent-ils?

Sociologue: Certains transportent des marchandises ou travaillent dans des restaurants et des maisons. D'autres se livrent à des activités dangereuses ou illégales telles que la prostitution ou la vente de la drogue.

Journaliste: Et ils sont exploités bien sûr?

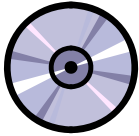
Sociologue: Quelquefois. D'une part, il y a des employeurs qui ne les payent pas bien pour leur travail. D'autre part, on leur donne une somme raisonnable en échange de leur travail.

Journaliste: Eh bien madame, merci des renseignements concernant les enfants de la rue.

Sociologue: Je vous en prie, monsieur. À bientôt.

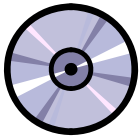
GO ON TO THE NEXT PAGE

**Now, listen to PART 1 of the interview.**



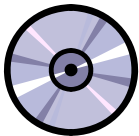
**You now have SEVEN minutes to answer the questions on PART 1.**

**Now, listen to PART 2 of the interview.**



**You now have EIGHT minutes to answer the questions on PART 2.**

**Now, listen to the entire interview as it is played for the final time.**



**You now have time to check your work.**

**END OF TEST**



TEST CODE 02122020

FORM 02122020 / SPEC/ 2017

**CARIBBEAN EXAMINATIONS COUNCIL**

**ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER**

**FRENCH UNIT 1**

**PAPER 02 - READING AND WRITING**

*2 hours 10 minutes*

**INSTRUCTIONS TO CANDIDATES**

1. This paper is divided into TWO sections.
2. Section A consists of TWO passages and questions based on the passages.
3. Answer ALL of the questions in Section A.
4. Section B consists of FIVE essay questions based on Module 2.
5. Answer ONE question in Section B.
6. You will be penalized for disregarding these instructions.

## SECTION A

### READING COMPREHENSION

**This section consists of TWO passages. Read each passage carefully and respond according to the instructions given.**

#### Passage 1

#### Obésité, l'épidémie du 21ème siècle

Les régimes, Martine les a tous faits. Pamplemousse, hydrates de carbone, raisins, protéines liquides, elle a tout essayé. Elle a réduit les portions et même jeûné, compté les calories avec les Weight Watchers. En vain. Tentative après tentative, elle a perdu une quantité astronomique de kilos. Qu'elle a regagnés. Non parce qu'elle est inactive physiquement, mais à cause de sa «relation tordue» avec la nourriture: «Certains soirs, tu mangerais un rhinocéros.» Au seuil de la quarantaine, elle a presque 30 kilos de plus que son poids santé.

Un sentiment d'échec? «Bien sûr.» Et la fin d'une illusion. Comme 95% des gens qui essaient de perdre du poids et de ne pas le regagner, elle s'est cognée à une réalité têtue, bêtement biologique.

Pour rester à un poids idéal qu'il semble garder en mémoire, le corps résiste aux tentatives de le faire maigrir.

Et il leur résiste de manière très bien organisée, souligne le Dr. Denis Richard, titulaire de la chaire de recherche sur l'obésité de l'Université Laval. «Dès qu'il y a privation de nourriture ou baisse de poids, les cellules graisseuses envoient des signaux au cerveau, qui déclenche aussitôt un système de régulation remarquablement efficace. Certains groupes de neurones secrètent alors des substances chimiques spécialisées dans l'augmentation de la prise d'aliments et la diminution de la dépense énergétique.» Consciemment ou non, vous mangez plus. Et vous fonctionnez sur le mode économique. Voilà pourquoi il n'est jamais facile de perdre du poids de façon durable.

Diane Côté et Danièle Filion, présidente et coordonnatrice respectivement du Collectif action alternative en obésité (CAAO), à Montréal, connaissent bien les ravages des régimes à répétition: les femmes, et les rares hommes, qui viennent au CAAO ont souvent dépensé «des milliers de dollars» pour un miracle qui ne s'est évidemment jamais produit. Le CAAO leur propose une tout autre approche, un programme intitulé «Choisir de maigrir?». «Avec un point d'interrogation», souligne Diane Côté, parce que l'objectif premier du programme n'est pas nécessairement de perdre des kilos, et surtout pas d'en perdre très rapidement.

*Adapted from L'Actualité, 15 mars 2003, pp. 25–26.*

**GO ON TO THE NEXT PAGE**

**1. Answer the following questions, in FRENCH, in your own words.**

- (a) Identifiez les régimes alimentaires employés par Martine pour maigrir. [3 marks]
- (b) Quelles autres méthodes utilisent Martine pour perdre du poids? [2 marks]
- (c) Expliquez pourquoi ses efforts n'ont pas réussi. [4 marks]
- (d) Qu'est-ce qui peut évoquer la dépression chez les gens comme Martine lorsqu'ils regagnent du poids? [4 marks]
- (e) D'après l'expert, quel est l'opinion médical concernant les effets du régime alimentaire sur le corps humain? [5 marks]
- (f) Pourquoi les gens dépensent tant d'argent sur des régimes alimentaires? [2 marks]
- (g) Expliquez la raison pour laquelle le titre du programme du CAAO est une question. [4 marks]

**Total 24 marks**

Passage 2

Pollutions et incidences sur les écosystèmes marins guadeloupéens

De nature archipélagique, la Guadeloupe comprend cinq dépendances et possède une population de 422 000 habitants, avec une densité de 250 hab/km<sup>2</sup>. La pression démographique s'exerce prioritairement du littoral vers l'intérieur des terres, avec une forte concentration de population le long des côtes, des axes routières et autour de Pointe-à-Pitre. À l'image des autres départements d'outre-mer, la Guadeloupe est marquée par l'accélération excessive de son secteur tertiaire, une urbanisation galopante et des carences en matière de politique et de planification. Les données économiques disponibles mettent en lumière deux principales cultures, la canne à sucre et la banane, qui représentent avec l'activité touristique le moteur de l'économie locale. Bien que la canne à sucre jouisse d'un rôle historique et culturel très fort, cette graminée sous-tend de véritables problèmes de pollution, puisque les distilleries de sucre et de rhum sont responsables d'une pollution plurielle – chimique, thermique, olfactive – à l'origine de la dégradation des écosystèmes littoraux.

**GO ON TO THE NEXT PAGE**



Des usines, qui se localisent sur des bassins versants, ont pendant longtemps déversé leurs vinasses (résidus liquides de distillation de rhum, très acides et riches en matières organiques) dans la Grande Rivière à Goyaves, entraînant une chute de la teneur en oxygène du milieu et une asphyxie de la faune et la flore. Mais les rejets industriels ne sont pas l'unique source de pollution des bassins versants – des rejets d'origine domestique doivent aussi être pris en compte. Bien que le réseau d'assainissement des eaux usées soit en constante évolution, une étude a mis en lumière le dysfonctionnement de la moitié des stations d'épuration guadeloupéennes. Dans le cas du bassin versant de la Grande Rivière à Goyaves, la station d'épuration déverse ses eaux clarifiées dans la mangrove située à proximité de son exutoire. La dispersion des maisons est aussi un facteur aggravant, puisque de nombreux riverains ne sont pas équipés de fosses septiques ou disposent de fosses inadaptées donc inefficaces. La pollution agricole participe, elle aussi, à la dégradation des conditions du milieu, en raison d'une utilisation excessive de pesticides.

*Adapted from Didier Moullet, Pascal Saffache, Anne-Laure Transler,  
"Pollutions et incidences sur les écosystèmes marins guadeloupéens".  
La Tribune des Antilles No. 48, 2006, pp. 6–8.*

**2. Answer the following questions, in ENGLISH, showing that you have understood the passage.**

- (a) What similarities exist between Guadeloupe and the other overseas departments? **[3 marks]**
- (b) What does economic data reveal? **[3 marks]**
- (c) How does sugar cane cultivation contribute to pollution? **[3 marks]**
- (d) How does residue from sugar cane factories affect Grand Rivière? **[4 marks]**
- (e) Identify TWO sources of water pollution from the second paragraph. **[2 marks]**
- (f) In what way does the layout of settlements contribute to degradation of the environment? **[4 marks]**

**GO ON TO THE NEXT PAGE**

**Find in the text the words or phrases that are similar in meaning to the following expressions:**

- |     |                         |               |          |
|-----|-------------------------|---------------|----------|
| (g) | ... des déficiences ... | [paragraph 1] | [1 mark] |
| (h) | ... quoique ...         | [paragraph 1] | [1 mark] |
| (i) | ... soulignent ...      | [paragraph 1] | [1 mark] |
| (j) | ... se situent ...      | [paragraph 2] | [1 mark] |
| (k) | ... une diminution ...  | [paragraph 2] | [1 mark] |

**Total 24 marks**

## **SECTION B**

### **ESSAYS**

**Write an essay, in FRENCH, using 300 – 350 words on ONE of the following topics.**

#### **3. Gender roles in society**

<<Certaines professions qui étaient autrefois la chasse-gardée des hommes sont aujourd’hui peuplées par les femmes à l’échelle régionale.>>  
Commentez cette opinion.

**[Total 24 marks]**

#### **4. Employment and unemployment**

<<L’Etat est l’entité la plus responsable de la création d’emplois dans une société donnée.>> Discutez.

**[Total 24 marks]**

#### **5. Religion in society**

<<La corruption est généralisée parce que les leaders religieux sont trop passifs.>> Commentez ce jugement.

**[Total 24 marks]**

**GO ON TO THE NEXT PAGE**

**6. Education**

<<Le système éducatif des pays en voie de développement n'est pas pertinent aux besoins de la société.>> Discutez.

**[Total 24 marks]**

**7. Crime and violence**

<<Le crime et la violence sont des fléaux de la vie des Caraïbes.>> Montrez en faisant référence à votre pays, si vous êtes d'accord ou non avec ce point de vue.

**END OF TEST**

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**C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L**

**A D V A N C E D   P R O F I C I E N C Y   E X A M I N A T I O N**

**S P E C I M E N   P A P E R**

**F R E N C H   U N I T   1**

**P A P E R   0 2   -   R E A D I N G   A N D   W R I T I N G**

**K E Y   A N D   M A R K   S C H E M E**

02122020/CAPE/SPEC/K/MS/2017

**PASSAGE 1**

- (a) Martine a fait des régimes de la pamplemousse, /de l'hydrate de carbone, /des raisins/ et des protéines liquides. 1 1 1  
1  
 Any Three [3 marks]
- (b) Elle a même fait le jeûne, /mangé en moins/ et surveillé ses calories suivant la méthode des Weight Watchers. 1 1  
1  
 Any Two [2 marks]
- (c) Elle n'a pas réussi à contrôler son appétit. / En fait elle a une "relation tordue" avec la nourriture / à savoir qu'elle mange d'énorme quantité de nourriture (rhinocéros) / certains soirs alors qu'elle sait que cela ne lui fera pas de bien. 1 1 1  
1  
1  
[4 marks]
- (d) Ils ressentent de la déception (échec) / et de la désillusion. / Ils découvrent une "réalité têtue et bêtement biologique" / Ils se rendent compte que le corps résiste aux efforts de maigrir. 1 1 1 1  
1  
[4 marks]
- (e) Les cellules graisseuses communiquent avec le cerveau / qui déclenche un système de régularisation / avec des substances chimiques / qui à la fois ouvrent l'appétit / et met le corps dans un mode de fonctionnement économique (vis-à-vis de l'énergie). 1 1 1 1 1  
1  
1  
[5 marks]
- (f) Il paie un prodige (miracle) qui ne se réalise jamais. 1 1  
1  
[2 marks]
- (g) Selon la coordinatrice, le premier but du programme c'est de ne pas de maigrir, c'est de ne pas le faire trop vite. 2 2  
2  
[4 marks]

**Total [24 marks]**

**PASSAGE 2**

- (a) <sup>1</sup>Rapid growth in its tertiary sector / <sup>1</sup>Increased urbanization / <sup>1</sup>Inadequate policies /  
<sup>1</sup>Inadequate planning  
 Any Three [3 marks]
- (b) <sup>2</sup>(Two main crops exist) OR <sup>2</sup>[sugarcane and / bananas are main crops] (which along  
<sup>1</sup>with) tourism drive the local economy. [3 marks]
- (c) <sup>1</sup>Sugar and rum distilleries produce chemical / <sup>1</sup>thermal or heat / <sup>1</sup>olfactory pollution. [3 marks]
- (d) <sup>2</sup>A fall/reduction in oxygen levels in the water.  
<sup>2</sup>Asphyxiation/suffocation of flora and fauna. [2 marks]
- (e) <sup>1</sup>Industrial waste and <sup>1</sup>domestic waste. [2 marks]
- (f) <sup>1</sup>Residents along the river do not have <sup>1</sup>septic tanks. [2 marks]
- <sup>1</sup>The wells they have are unsuitable/inadequate (and therefore ineffective) <sup>1</sup> [2 marks]
- (g) des carences [1 mark]
- (h) bien que [1 mark]
- (i) mettent en lumière [1 mark]
- (j) se localisent [1 mark]
- (k) une chute [1 mark]

**Total [24 marks]**

## SECTION B

<b>Content/Presentation (To be marked out of 12)</b>	<b>Correctness of Expression (To be marked out of 12)</b>
<p><b>11-12                    Excellent</b></p> <p>Excellent organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p>	<p><b>11-12                    Excellent</b></p> <p>Wide range of structures and vocabulary; excellent use of idioms; generally accurate; occasional minor errors.</p>
<p><b>9-10                    Very Good</b></p> <p>Very good organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p>	<p><b>9-10                    Very Good</b></p> <p>Wide range of structures and vocabulary; very good use of idioms; generally accurate with few errors.</p>
<p><b>7-8                    Good</b></p> <p>Good organization and coverage of topic; generally relevant; fewer facts, ideas and opinions.</p>	<p><b>7-8                    Good</b></p> <p>Good grasp of essential structures; an attempt at varied vocabulary but with quite a few lapses.</p>
<p><b>5-6                    Satisfactory</b></p> <p>Satisfactory coverage of topic; some relevant facts, ideas and opinions; fairly coherent.</p>	<p><b>5-6                    Satisfactory</b></p> <p>Satisfactory grasp of essential structures; limited use of idioms; marked inaccuracies but not affecting the meaning.</p>
<p><b>4                    Minimal</b></p> <p>Barely adequate coverage of topic; some irrelevant facts or ideas that affect coherence at times.</p>	<p><b>4                    Minimal</b></p> <p>Limited grasp of essential structures; overall weakness in grammar sometimes affecting meaning.</p>
<p><b>2-3                    Poor</b></p> <p>Poor organization and coverage of topic; presents irrelevant facts, ideas and opinions; shows misunderstanding of question.</p>	<p><b>2-3                    Poor</b></p> <p>Little grasp of essential grammar; limited vocabulary; numerous inaccuracies.</p>
<p><b>0-1                    Ungradable</b></p> <p>Very poor; limited production; vague and general; ideas presented at random.</p>	<p><b>0-1                    Ungradable</b></p> <p>No grasp of essential structures; little evidence of grammatical awareness; very limited vocabulary.</p>



TEST CODE **02122030**

**FORM 02122030/SPEC/2017**

**CARIBBEAN EXAMINATIONS COUNCIL  
ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER**

**FRENCH UNIT 1**

**PAPER 03 – LITERARY ANALYSIS AND THEMES**

*2 hours 10 minutes*

**INSTRUCTIONS TO CANDIDATES**

1. This paper is divided into TWO sections.
2. Section A consists of FOUR excerpts. You are to choose ONE excerpt and answer, in FRENCH, the questions based on that excerpt.
3. Section B consists of FOUR essay questions, with TWO on EACH theme related to the texts studied during the year.
4. Answer ONE question from Section B. Your answer must be in ENGLISH, but quotations must be in FRENCH.
5. You are allowed to use a dictionary and ONE text related to EACH theme to assist you in answering Section B. The text should NOT be heavily annotated.
6. You must NOT use the same text to answer both of your questions.

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## SECTION A

## LITERARY ANALYSIS

Choose ONE excerpt and answer the questions in FRENCH.

EITHER

1.

Un papillon dans la citéPARTIE I

L'amie de maman est venue me chercher cet après-midi, à trois heures. Nous quitterons la Guadeloupe à huit heures ce soir. Cette fois, Man Ya ne s'est pas laissée accoster. Elle est restée dans la cour, assise sous le gros manguier. Le matin, la pluie complice et providentielle avait fait de la cour une patinoire boueuse qui lui servait de rempart.

— N'approchez pas, madame ! attention... vous allez glisser dans la boue, salir vos beaux souliers. Je viens, je viens.

PARTIE II

Elle n'est jamais venue. La dame était pressée. Au regard qu'elle m'a lancé, j'ai compris qu'elle lisait clairement dans le jeu de Man Ya.

— Allez, va lui dire au revoir, Félicie. Embrasse-la de ma part. Elle a de la peine, mais je n'y suis pour rien.

D'un air dégagé, elle a passé ses doigts, aux longs ongles rouges, dans ses courts cheveux défrisés magnifiquement ondulés. Elle était belle.

PARTIE III

Man Ya, la tête baissée, écosait des pois-canne.

— Je dois partir maintenant, Man Ya. La dame m'attend. Au revoir.

J'étais un peu empruntée. Je me tenais raide devant elle au lieu de me jeter dans ses bras. Tout ça, parce que je ne voulais pas pleurer.

Man Ya a relevé la tête, m'a regardée de bas en haut, puis a déclaré, d'un ton prophétique :

— Pars ! je sais que tu reviendras. La dame t'attend, va. Embrasse-moi et oublie-moi. Oublie ta vie de misère avec moi, mais surtout n'oublie jamais la bonne éducation que tu as reçue ici.

— Oui, Man Ya.

Je l'ai embrassée de toutes mes forces. Mes lèvres faisaient comme des ventouses sur ses joues chaudes et humides.

J'ai retenu mes larmes jusqu'au sentier qui débouche sur la route nationale. La dame avait pris ma main et me tirait un peu.

*Adapted from Gisèle Pineau, Un papillon dans la cité,*

*Édition Sépia, 2009, pp. 19–20.*

GO ON TO THE NEXT PAGE

- (a) Trouvez l'évidence de l'hostilité cachée de Man Ya, envers l'amie de la mère de la narratrice, en vous référant à la première partie. **[4 marks]**
- (b) Décrivez la peinture de <l'amie de maman>, en vous référant à la deuxième partie **[4 marks]**
- (c) Lisez la troisième partie et identifiez les exemples de la maîtrise de soi chez la narratrice. **[4 marks]**
- (d) (i) Lisez encore la troisième partie. Identifiez UNE comparaison. **[2 marks]**  
(ii) Qu'est-ce que cette comparaison souligne concernant les rapports entre la narratrice et Man Ya ? **[2 marks]**

**Total 16 marks**

GO ON TO THE NEXT PAGE

**OR**

2.

La rue cases-nègres

Ma mère avait certainement envoyé l'argent, car j'avais un costume neuf, et j'étais retourné à l'école.

Chaque matin, m'man Tine faisait exactement comme lorsque nous étions à Petit-Morne: le café, mon pot de café clair avec la farine de manioc; les légumes pour mon déjeuner; l'arrimage de son panier de bambou; ses recommandations habituelles:

«Déchire pas tes vêtements, arrache pas tes boutons pour jouer aux billes, cours pas trop vite pour tomber et t'écorcher les genoux, remue pas les affaires dans la chambre. Fais rien pour m'endêver.»

Puis elle allumait sa pipe, chargeait son panier sur sa tête, se recommandait à Dieu, et partait pour Petit-Morne.

Car elle y restait attachée, comme la plupart des gens du bourg, d'ailleurs, qui allaient travailler sur les plantations environnantes.

A midi, je rentrais, déjeunais, prospectais la pièce de fond en comble et trouvais la boîte à sucre, y puisais avec adresse mon dessert.

Puis j'allais flâner, en quête de fruits, jusqu'à la première sonnerie de l'école.

Le soir, je m'attardais à jouer avec quelques camarades devant l'école, puis je rentrais à la Cour Fusil, après m'être assuré que je n'étais coupable de rien d'extraordinaire. Parfois j'allais à une borne-fontaine, au bord de la chaussée, pour me laver le visage, les mains et les pieds; et, en attendant le retour de m'man Tine, je restais à l'entrée de la cour pour regarder les gens: les ouvriers d'usine, les voyageurs revenant de Fort-de-France par un petit bateau à vapeur qui, par la Rivière-Salée, reliait le bourg à la mer, et toute la région à la ville.

C'était l'heure aussi où les autres locataires de la Cour Fusil rentraient du travail. La plupart travaillaient peut-être à l'usine, non loin du bourg, puisque beaucoup revenaient déjeuner à midi.

Je ne les connaissais pas tous. M'man Tine voisinait très peu.

*Joseph Zobel, La rue cases-nègres,*

*Éditions Présence Africaine, 1974, pp. 138–139.*

GO ON TO THE NEXT PAGE

- (a) << La conduite irréfléchie d'un enfant.>> L'auteur, comment est-ce qu'il souligne ce phénomène dans le texte? **[4 marks]**
- (b) Quels éléments indiquent que M<sup>me</sup> Tina n'appartient pas à la haute société. **[4 marks]**
- (c) Lisez le début et la fin du texte. Identifiez les DEUX phrases qui semblent indiquer que le narrateur a l'esprit analytique. **[4 marks]**
- (d) Quelles techniques est-ce qu'on emploie pour indiquer que les activités, qu'on décrit dans ce texte, sont celles d'un jour typique? **[4 marks]**

**Total 16 marks**

GO ON TO THE NEXT PAGE

**OR**

3.

**Le rire**

J'étais monté sur le pont des Arts, désert à cette heure, pour regarder le fleuve qu'on devinait à peine dans la nuit maintenant venue. Face au Vert-Galant, je dominais l'île. Je sentais monter en moi un vaste sentiment de puissance, et, comment dirais-je, d'achèvement, qui dilatait mon cœur. Je me redressai et j'allais allumer une cigarette, la cigarette de la satisfaction, quand, au même moment, un rire éclata derrière moi. Surpris, je fis une brusque volte-face : il n'y avait personne. J'allai jusqu'au garde-fou : aucune péniche, aucune barque. Je me retournai vers l'île et, de nouveau, j'entendis le rire dans mon dos, un peu plus lointain, comme s'il descendait le fleuve. Je restais là, immobile. Le rire décroissait, mais je l'entendais encore distinctement derrière moi, venu de nulle part, sinon des eux. En même temps, je percevais les battements précipités de mon cœur. Entendez-moi bien, ce rire n'avait rien de mystérieux ; c'était un bon rire, naturel, Presque amical, qui remettait les choses en place. Bientôt d'ailleurs, je n'entendis plus rien. Je regagnai les quais, pris la rue Dauphine, achetai des cigarettes dont je n'avais nul besoin. J'étais étourdi, je respirais mal. Ce soir-là, j'appelai un ami qui n'était pas chez lui. J'hésitais à sortir, quand, soudain, j'entendis rire sous mes fenêtres. J'ouvris. Sur le trottoir, en effet, des jeunes gens se séparaient joyeusement. Je refermai les fenêtres en haussant les épaules ; après tout, j'avais un dossier à étudier. Je me rendis dans la salle de bains pour boire un verre d'eau. Mon image souriait dans la glace, mais il me semble que mon sourire était double...

*Albert Camus, La Chute,*

*(Édition électronique, réalisée par Charles Bolduc.)*

- (a) Décrivez les sentiments du narrateur au début de l'extrait. **[4 marks]**
- (b) Décrivez et commentez la réaction du narrateur quand il entend le rire **[4 marks]**
- (c) Relevez du texte les expressions qui indiquent l'effet du rire sur l'état physique et mental du narrateur. **[4 marks]**
- (d) Quelles conclusions peut-on tirer des trois dernières lignes de l'extrait ? **[4 marks]**

**Total 16 marks**

GO ON TO THE NEXT PAGE

OR

4.

Réflexions

Le mot <<aimer>> avait une résonance particulière en elle. Elle nous aima sans paternalisme, avec nos tresses debout ou pliées, avec nos camisoles, nos pagnes. Elle sut découvrir et apprécier nos qualités.

Comme je pense à elle! Si son souvenir résiste victorieusement à l'ingratitude du temps, à présent que les fleurs n'encensent plus aussi puissamment qu'autrefois, que le mûrissement et la réflexion dégarnissent les rêves du merveilleux, c'est que la voie choisie pour notre formation et notre épanouissement ne fut point hasard. Elle concorde avec les options profondes de l'Afrique nouvelle, pour promouvoir la femme noire.

Libérée donc des tabous qui frustrent, apte à l'analyse, pourquoi devrais-je suivre l'index de ma mère pointé sur Daouda Dieng, célibataire encore, mais trop mûr pour mes dix-huit hivernages. Exerçant la profession de médecin africain à la Polyclinique, il était nanti et savait en tirer profit. Sa villa, juchée sur un rocher de la Corniche, face à la mer, était le lieu de rencontre de l'élite jeune. Rien n'y manquait depuis le réfrigérateur où attendaient des boissons agréables jusqu'au phonographe, qui distillait tantôt de la musique langoureuse tantôt des airs endiablés.

Daouda Dieng savait aussi forcer les cœurs. Cadeaux utiles pour ma mère, allant du sac de riz, appréciable en cette période de pénurie de guerre, jusqu'au don futile pour moi, enveloppé avec préciosité, dans du papier enrubanné. Mais je préférerais l'homme à l'éternel complet kaki. Notre mariage se fit sans dot, sans faste, sous les regards désapprobateurs de mon père, devant l'indignation douloureuse de ma mère frustrée, sous les sarcasmes de mes sœurs surprises, dans notre ville muette d'étonnement.

*Mariama BÂ, Une si longue lettre,*

*Les Nouvelles Éditions Africaines du Sénégal, 2002, pp. 34–35.*

- (a) «La dame dont on parle a l'esprit très ouvert. » Justifiez cette opinion en vous référant au premier paragraphe de l'extrait. [4 marks]
- (b) «La narratrice indique que l'époque actuelle n'a plus le charme d'autrefois. » Trouvez DEUX exemples en vous référant au deuxième paragraphe. [4 marks]
- (c) Aux yeux de la mère de la narratrice, Daouda Dieng serait un bon parti pour sa fille. Trouvez QUATRE raisons dans l'extrait pour justifier son opinion. [4 marks]
- (d) Relevez dans le texte DEUX exemples de la désapprobation de la famille à l'égard du mariage de la narratrice. [4 marks]

**Total 16 marks**

GO ON TO THE NEXT PAGE

**SECTION B****THEMES**

Write an essay, in **ENGLISH**, using **450–500 words** on one of the following themes. You **MUST** refer in detail to **ONE** named text. This text must not be the same one on which you answered in Section A. All quotations **MUST** be cited in **FRENCH**.

**LA JEUNESSE**      (*Un papillon dans la cité ; La rue cases-nègres*)

5. Discuss the theme of movement in relation to the novel that you have studied. [Total 32 marks]
6. The importance of family and friends is emphasized in this work. Discuss with reference to the text that you have studied. [Total 32 marks]

**L'INDIVIDU ET LA SOCIÉTÉ**      (*Une si longue lettre; La Chute*)

7. The quest for self awareness is the dominant theme in this text. Do you agree ? [Total 32 marks]
8. The narrator is a social rebel at heart. Discuss this perspective of the narrator in the text that you have studied. [Total 32 marks]

**END OF TEST**

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CARIBBEAN EXAMINATIONS COUNCIL

**ADVANCED PROFICIENCY EXAMINATION**

SPECIMEN PAPER

FRENCH

UNIT 1 – PAPER 03

LITERARY ANALYSIS AND THEMES

KEY AND MARK SCHEME



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LITERARY ANALYSIS AND THEMES  
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Literary Extract

1. Un Papillon dans la cité

- (a) Man Ya veut tenir l'amie à distance.

**(2 marks)**

Selon la narratrice <Cette fois, Man Ya ne s'est pas laissée accoster>/Or On dit aussi que ,  
la cour ...boueuse....lui servait de rempart.

**Or** Elle dit<Je viens, Je viens>mais<Elle n'est jamais venue>

**(2 marks)**

- (b) (i) C'est une femme perspicace.-<elle lisait clairement dans le jeu de Man Ya>

(ii) C'est une femme pleine de tact – Elle dit à la narratrice d'embrasser sa grand'mère(<de ma part>)

(iii) C'est un femme élégante. <ses longs ongles rouges ... ses courts cheveux ...magnifiquement ondulés.> ( Any 2) **(4 marks)**

- (c) Je me tenais raide devant elle ...je ne voulais pas pleurer> **and** <J'ai retenu mes larmes jusqu'au sentier>

**(4 marks)**

- (d) (i) Comparaison: <Mes lèvres faisaient comme des ventouses sur ses joues chaudes et humides> **(2 marks)**

(ii) L'emploi du terme < ventouses> souligne l'intensité du baiser, et donc indique la profondeur de son amour pour Man Ya.

**(2 marks)**

**Total 16 marks**

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2.

La rue cases-nègres

- (a) En décrivant << les recommandations habituelles >> de m'man Tine, qui sont des conseils normaux d'un parent à un enfant irréfléchi, avant son départ de la maison. ( 1 mark)  
Par exemple << déchire pas tes vêtements/ arrache pas tes boutons...cours pas trop vite...t'écorcher les genoux...>> ( 3 marks)  
**(4 marks)**
- (b) (i) ... elle fume une pipe  
(ii) ... elle travaille sur les plantations  
(iii) ... l'endroit ou elle habite , ( La Cour Fusil est la résidence des ouvriers)  
(Any 2) **(4 marks)**
- (c) (i) << Ma mère avait certainement envoyé l'argent **car** j'avais un costume neuf, et j'étais retourné à l'école>> ( 2 marks)  
(ii) << La plupart travaillaient peut-être à l'usine, non loin du bourg, **puisque** beaucoup revenaient déjeuner à midi.>> ( 2 marks)  
**(4 marks)**
- (d) (i) L'emploi du verbe à l'imparfait ( 2 marks)  
(ii) L'emploi des mots suivants ; < chaque matin> < à midi > < le soir> < C'est l'heure>  
**(4 marks)**

**Total 16 marks**

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3.

La Chute

- (a) Il se sentait puissant/satisfait/content/tranquille/et il éprouvait aussi un sentiment d'achèvement à cause de son succès ce jour – là. (Any 4)

**(4 marks)**

- (b) Il était très étonné/surpris. L'éclatement soudain du rire derrière lui/le fait qu'il ne savait pas d'où venait le son/il n'avait vu personne/il n'avait rien vu/alors, pour lui, c'était un vrai choc.

(Element of surprise 1 mark)

(any 3 for 3 marks)

**(4 marks)**

- (c) “Les battements précipités de mon coeur”/ “achetai des cigarettes dont je n'avais nul besoin” / “J'étais étourdi.”/”je respirais mal.”

**(4 marks)**

- (d) Après avoir entendu le rire sous sa fenêtre, le narrateur a haussé les épaules et a essayé de continuer ses activités normales./Cependant, sa référence à son sourire double, suggère qu'il fasse comme si tout allait bien, amis en réalité, ce n'était pas vrai.

(2 marks for comment)

(2 marks for explanation of “double sourire”)

**(4 marks)**

**Total 16 marks**

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4.

Réflexions

- (a) Évidemment, ses origines culturelles sont différentes de celles de la narratrice et de ses compagnes, mais cette dame ne les méprise pas. (4 marks)
- (b) Elle les accepte quoiqu'elle trouve, sans doute, leur coiffure et leur tenue exotiques ou bizarres (2 marks) **OR** Elle sait apprécier la valeur innée d'un individu.(2 marks) (4 marks)
- (c) - Elle parle de l'ingratitude du temps.  
- Les fleurs qui n'encensent plus aussi puissamment qu'autrefois  
- Le mûrissement et la réflexion qui dégarnissent les rêves du merveilleux. Ces expressions semblent iniquer la perte de charme. (Any 2) (4 marks)
- (d) Sa description des attitudes négatives des membres de sa famille lors du mariage.  
- Les regards désapprobateurs de son père.  
- L'indignation douloureuse de sa mère frustrée.  
- Les sarcasmes de ses soeurs surprises.  
- Sa ville muette d'étonnement (Any 2) (4 marks)

**Total 16 marks**

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5. The theme of movement

La rue cases - nègres

Theme of movement is very evident in the novel. Every major departure from one place to another seemed to have, in most cases, some significance for the narrator or those around him.

1. His father leaves for the war and never returns – has no real male role model in his young life.
2. His mother leaves him with his grandmother while she goes off to Fort de France to find a job.
3. M. Medouze talks to the narrator about slavery, an activity involving kidnapping, (involuntary movement from one place to the other) of his father and relatives.
4. M. Medouze talks to the narrator about emancipation when all the slaves fled from the plantations.
5. The narrator's grandmother takes him on a long tiring (for him) trip to Saint Esprit – perhaps his first taste of formal religion as he attends a church service and is unfamiliar with the rituals. He gets his first real outfit and is told that he will use these when going to school for the first time.
6. He makes his trip to Petit Bourg to enter school for the first time.
7. He makes the daily trip home from school.
8. M'man Tine moves to Petit Bourg to make school life easier for Jose. He acquires new friends, learns to swim and learns more about everyday life from living in the tenement yard. He is growing up.
9. He goes to Fort de France to take an exam.
10. His mother leaves her old home to move to the Rue Didier as maid to M. Lasseroux. This is an upward step for her economically.
11. Jojo moves from Petit Bourg where he was well off but unhappy and ends up as a servant in Rue Didier but is apparently happier.
12. Conclusion – Much movement in the novel and nearly always this is linked to significant change in the lives of characters.

**Total 32 marks**

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5. The theme of movement

Un papillon dans la cité

This is an important theme in the novel. Several of the characters move from one location to another. Some apparently travel in search of a ‘better life’, others for the purpose of reunion with loved ones, still others because of the desire to discover and experience new situations. In some cases such movement had a marked effect on the characters at the physical, emotional or psychological levels.

- Early in the novel we learn that the narrator’s mother has left the island for metropolitan France. This causes the narrator’s grandmother emotional and financial stress: < Elle n’a pas appris à envoyer un mandat! Comment je fais moi, pour te nourrir et t’habiller? Peut-être...elle est déjà morte.>
- Both the grandmother and the narrator are distressed when they learn that the narrator’s mother wants her to move to Paris. According to the narrator
- < C’était la première fois que je la voyais en pleurs, alors les larmes se sont mises à couler sur mes joues.>
- Even the first stage of the trip i.e. to Pointe à Pitre. To the home of her chaperone’s family (Marie-Claire) made the narrator feel uncomfortable:  
< J’ai hâte de quitter cette maison.>  
She also remarks on the eve of her departure: < C’était terrible d’imaginer que je roulais vers mon destin>
- On arriving in metropolitan France she says: < je n’étais pas moins émue que le premier homme piéton sur la lune>
- Movement to metropolitan France requires learning to understand and adjust to new situations and relationships as a member of a family. ( A mother, stepfather and baby brother) Her early response to her mother is somewhat uncertain/negative (?) when she compares the way in which her mother treats her in relation to her brother < Je venais de réapparaître dans sa vie et elle m’avait accordé moins d’attention qu’à son Mimi...>
- Movement away from/departure from Guadeloupe, causes nostalgia . The narrator thinks about her past and her grandmother and friends: < Je songe à tous mes amis que j’ai laissés là-bas> Her longing for those from whom she has been removed, manifests itself also in dreams < J’ai fait un rêve...la femme au manteau blanc à col bleu du ciel...C’était Man Ya>
- Movement can also be an even more depressing experience. Persons migrating to France, like the narrator, the narrator’s friend Mohamed and his family find life difficult. According to a teacher at the narrator’s school : < Vous êtes déjà défavorisés. Il faut travailler plus que les autres sinon vous ne réussirez à rien dans la vie>
- Mohamed, speaking about his aunts says thus: < Elles ne trouvent pas d’tavail ni d’mari>
- Moving to a new country could also lead to a loss of one’s cultural roots as in the case of Mohamed. < Mohamed ne se souvient pas du pays de sa grand-mère...>He can only dream of the world of his ancestors;< Moi, parfois je rêve que je galope dans le desert...>

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- On the other hand, moving to a new location can lead to cultural enrichment, as happens within the framework of the friendship between the narrator, Félicie and Mohamed. The narrator visits Mohamed's home and finds it a pleasurable experience. She discovers exotic oriental foods and articles: < C'était ... beau chez Mohamed. Il y avait plein de plateaux en cuivre, de grands tapis déroulés ... la riche odeur de viande en sauce... >
- Mohamed's trip to Guadeloupe widened his horizons as he discovers the pleasures and delights of the sea. The trip gives him, as it were, une raison d'être.: < Ma passion à moi...c'est la mer...je vais essayer de devenir maître-nageur.>
- Characters discover that movement away from each other ( physical departure) cannot destroy the bonds of love. According to the narrator's grandmother( on the eve of her granddaughter's return to metropolitan France) < Tu es mon soleil Féfé...il ne faut pas craindre les kilomètres qui vont nous séparer>
- Conclusion; Movement provides new/mixed experiences for characters.-some traumatic, some pleasant, some life-changing.

**Total 32 marks**

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6. The importance of family and friends is emphasized in this work

Un papillon dans la cité

Family ties and ties of friendship are perhaps two of the main themes of this work.

(i) Relationship between the narrator, Félicie, and her grandmother Man Ya

- Man Ya looks after her young grandchild until the age of ten, with dedication. They have a warm relationship but one in which discipline is an important factor: < Je n'ai que ma grand-mère. Elle... fait chaque jour de son mieux pour redresser mes travers... nous passons ensemble de bons moments.>
- Man Ya and Félicie are both distressed because of the separation that must occur when Félicie leaves to join her mother in metropolitan France. According to Félicie, speaking about herself and her grandmother: < c'était la première fois que je la voyais en pleurs, alors les larmes se sont mises à couler sur mes joues.>
- While away from her grandmother, Félicie thinks of her often: < C'est pourquoi j'ai rêvé d'elle , je crois> < Man Ya était si loin de moi. Comment vivait-elle dans sa nouvelle solitude?> She tries clandestinely to keep in contact with her.
- As she gets ready to return to metropolitan France after her school trip to Guadeloupe, her grandmother reminds her of the ties between them, which cannot be broken by distance: < Tu es mon soleil Féfé.... Il ne faut pas craindre les kilomètres qui vont nous séparer.>

(ii) Relationship between the narrator, her stepfather and baby brother

- Her mother's reaction on first seeing her suggests love and warmth: < Elle s'était jetée sur moi à la façon d'une personne assoiffée... la bouche ouverte, sous une source d'eau pure.>
- Félicie is however a bit uncertain, for a time, about the depth of her mother's affection, since she seems to pay more attention to her baby brother: < Je venais de réapparaître dans sa vie et elle m'avait accordé moins d'attention qu'à son Mimi.>
- Félicie develops a genuine affection for her stepfather < papa Jo> : < ...j'arrive à l'appeler < papa Jo> sans me forcer...J'ai rien à dire: il est vraiment gentil...>
- Her relationship with her mother is strengthened after her mother discusses with her elements from their past, including the reasons for the unfortunate misunderstanding between her and Man Ya ( a situation which she now regrets). The narrator describes her affection for her mother thus: < J'étais émue de la voir, là assise au bord de mon lit, racontant son passé...Je voulais la couvrir de baisers..>
- She seems happy to baby sit her brother.

(iii) Relationship between the narrator's mother and grandmother

- Narrator's mother was not speaking to her own mother because she felt that the latter was hard on her when she was a younger woman. She later reconsidered the situation and sent a letter of reconciliation to her mother Man Ya. The feud between mother and grandmother had



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caused Félicie some stress, as she was afraid to offend her mother by talking to or contacting her grandmother during the period of conflict.

(iv) The narrator's friendship with Mohamed Ben Doussan

- The friendship between the narrator and Mohamed was one of the main elements of the story. Soon after her entry to school in metropolitan France she describes Mohamed thus: < Mon copain préfère s'appelle Mohamed Ben Doussan.
- The narrator and Mo spend a lot of time together. Mo also dines at her home. The two of them together with the baby brother Mimi, go out together.
- The narrator, at one point expresses concern over the status of her friendship with Mo: < J'ai trainé un peu... en espérant de toutes mes forces que mon amitié avec Mo ne s'était pas éteinte avec l'été.>
- She is perplexed by Mo's attitude to school and to her: < je ne comprends plus très bien Mohamed. et ça m'embête.>
- Mo is always on her mind. The possibility of a class trip to Guadeloupe, makes her think of Mo, who has never seen the sea: < Peut-être si Mo rencontrait la mer, il retrouverait le chemin perdu de l'école.>
- She speaks to him about his bad habits such as smoking: < Je suis ton amie Mo... tes poumons seront bientôt noirs comme des bouts de charbon.>
- She encourages him to stay in school so that he could be part of the trip to Guadeloupe. She even promises to help him with his school work : < je t'aiderai à mieux comprendre les leçons.>
- She carries Mo to spend time at her grandmother's home during the trip to Guadeloupe.
- Friendship is seen in the way in which they write their names. The narrator alters her surname so that it takes on the Arab appearance of Mo's. Félicie Ben Jamin ( instead of Benjamin) to match Mo's Mohamed Ben Doussan.

(v) The narrator's mother and her friend Marie-Claire

- There is obviously a very close friendship between the narrator's mother and Marie-Claire. It is Marie-Claire who is entrusted with the responsibility of taking the narrator from her grandmother in Guadeloupe to be with her mother in metropolitan France.
- Marie-Claire and her fiancé are guests at Christmas at the home of the narrator's mother.
- They go on a short holiday together.
- At Marie-Claire's wedding, the narrator describes the two friends thus: < Marie-Claire et maman ont même dansé ensemble pareilles à deux soeurs boudées par les cavaliers.>

Conclusion: Family ties and friendship have been important themes of the novel.

**Total 32 marks**

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6. The importance of family and friends is emphasized in this work.

La rue cases nègres

- (i) Grandmother m'man Tine plays a pivotal rôle in the life of the narrator.
  - provides food and shelter
  - ensures that he gets an education and does not fall by the wayside like other children
  - ensures moral and religious education as well.
- (ii) Mother
  - works hard to ensure he gets a proper secondary education
  - ensures he gets financial support available to continue his studies.
- (iii) M. Roe
  - his investment in time and effort to ensure a good performance at the exams for the narrator and others.
- (iv) Neighbors look after narrator during Maman Tine's illness.
- (v) Contribution of M. Medouze to the cultural development of the young narrator.
- (vi) Contribution of young characters Gesner, Paul, tor Hector Tirtilla Orélie to enjoyment of life during childhood.
- (vii) Contribution of friends like Raphael, Vireil Jojo, Christian Bussi, Carmen to later
  - childhood companionship and education also.
- (viii) Concern of peasants when Medouza was missing, the search for him and preparation for his funeral.

**Conclusion:**

Importance of family and acquaintances for one's well-being, development and support is highlighted. Preceding examples provide evidence of this fact.

**Total 32 marks**

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7. The quest for self awareness is the dominant theme in the work studied.

La chute

Definition of self awareness: An understanding of one's own traits, feelings, beliefs, values and behaviours.

Outline

- In general terms the text deals with the fall of the individual from the state of innocence in which he could live in harmony with his failings.
- Jean Baptiste-Clamence, the protagonist, initially accepts life. By most human standards he was a social success. He was a brilliant, well respected lawyer who was successful with women, outwardly virtuous, supportive of the poor and the downtrodden and a staunch defender of justice. As it were, he existed in a state of relative innocence.
- His recollection of an incident he witnessed in which a young lady committed suicide triggered a crisis which would change his whole outlook on his life.
- His review of his prior life brings into sharp focus the themes of guilt, clemency and forgiveness.
- Also of great significance is the notion of duplicity. Clamence comments; “mon image souriait dans la glace, mais il me sembla que mon sourire était double.” Other important themes woven into the fabric of the work include:
  - religion , which is omnipresent “il ne suffit pas de s'accuser pour s'innocenter, ou sinon je serais un pur agneau”
  - portrayal of society – Dutch and Parisian

The quest for self awareness. Clamence gradually discovers his true self as he seeks to understand the human condition and to find meaning to life. The examination of this aspect of the work may incorporate a number of other themes.

- The realization of his guilt by Clamence arouses his awareness of self. He attempts to deal with his guilt by destroying his prior reputation: “ Pour prévenir le rire, je m'imaginai donc me jeter dans la dérision generale”
- Lack of success with the aforementioned method leads him to attempt to live with awareness of his guilt – a guilt which he considers to be universal. “Nous sommes tous coupables ... les uns devant les autres.”
- Recognition that guilt was a characteristic of modern life led to Amsterdam and his decision to become a “judge-penitent”
- Clamence makes his personal confession. One must condemn self before condemning others “Puisque tout juge finit un jour en pénitent, il fallait prendre la route en sens inverse....”
- He implies that his experiences reflect those of the ordinary man, hence in the final analysis, everyone is guilty.
- Clamence asserts that the main thing in life is to allow oneself everything. As a result of different experiences in life, he reaches the point where he can do this without suffering from his conscience: “Je me permets tout, à nouveau. Je n'ai pas changé de vie.....”

• Clamence is a complex character and his behaviour gives rise to numerous possible explanations. However, in the final analysis he understands himself and is content to live the rest of his life with this new found discovery. The achievement of this awareness and acceptance of all that it entails leads one to suggest that the quest for self awareness should indeed be considered the major theme in the work.

**Total 32 marks**

FRENCH  
UNIT 1 – PAPER 03  
LITERARY ANALYSIS AND THEMES  
KEY/MARK SCHEME

7. The quest for self-awareness is the dominant theme in the work studied.

Une si longue lettre

The concept of a **quest** for self-awareness is not very obvious in the work. The narrator, however, does give us evidence of **self-awareness**. Through the narrator's writings, as well, the reader becomes very much **aware** of situations of interest in her own life and the lives of others.

**Self-awareness with regard to the narrator**

- Reasons why she fell in love with her husband e.g. < (tu savais être tendre> etc
- Aware that disappointment is not easily overcome by thinking of the less fortunate e.g. < Mes efforts ne me détournent pas longtemps de ma déception>
- Awareness of her attitude to man-woman relationships e.g. < Je suis de celles qui ne peuvent se réaliser et s'épanouir que dans le couple>
- Admits that she is still a flirt when Douda Dieng comes courting after the death of her husband e.g < Eternel féminin... tu veux séduire...>
- Aware of what motherhood means for her when her unmarried daughter tells her that she is pregnant e.g. < On est mère pour aimer sans commencement ni fin>
- Aware that she is a survivor- after she is 'abandoned' by her husband she takes charge of the home and its responsibilities. And raises the children with some measure of success. According to her < Je survivais...>

The narrator also makes us **aware** of others and their situations

- the unfortunate marriages of Aïssatou and Mawdo Ba, Jacqueline and Samba Diack and her own relationship with her husband Modou
- the traditional and changing attitudes of women to man-woman relationships
- changing attitudes of women ( especially young women) in general

Conclusion: The novel is primarily a work which deals with the attitudes and reactions of women within the framework of the couple. Self awareness, and not the quest for self-awareness, is an important theme, but not the dominant theme.

**Total 32 marks**

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LITERARY ANALYSIS AND THEMES  
KEY/MARK SCHEME

8. The narrator is a social rebel at heart.

La chute

What are the characteristics of a social rebel?

- a) rebellion against the establishment (society)
- b) one who says no to society but who at the same time says yes to the freedom to make one's own choices

- During the early years of his life Jean-Baptiste Clamence, the narrator and protagonist attempted to live a life which followed absolute rules and whose meaning was clear. He was a wealthy, well respected, successful, criminal lawyer who was happy with the life he led. < Sa vie était une fête, et il était heureux.>
- Clamence reviews his life and the realization of the type of person he was, led him to abandon his former life and become a <juge-pénitent>. (He condemns himself first, accepts his guilt, then feels free to condemn everyone of universal guilt).
- He rejects the city of light, Paris, and all it symbolizes (innocence, simplicity, defense of the weak and poor, popularity with women peace and harmony, success). He goes to live in Amsterdam, a city symbolic of Hell and Sodom and Gomorrah, and there the former lawyer hangs out in a seedy bar.
- He rejects the Church's interpretation of certain religious truths – for instance he posits that Christ preferred to die because he was weighed down with the guilt brought about by his realization/knowledge that he was the reason why the children were slaughtered while his parents fled with him to a safe place. He also accepts duplicity, and that is contrary to expectations of a model Christian.
- Although Clamence recognizes the 'wrong' in his life (his hypocrisy, deceitfulness etc) he does not become a reformed person, in the traditional sense of the term, rather at the end of the story he finds a formula to live with his failings – he is satisfied to live without any moral integrity and accepts his duplicity instead of getting upset by it.

The protagonist Jean-Baptiste Clamence is not a rebel in the traditional sense of the term. His revolt, based on Camus' philosophy of life, is indeed revolt in its truest sense. His rejection of contemporary social and moral norms/expectations leaves him free to be himself. He accepts his condition and is happy and satisfied.

**Total 32 marks**

FRENCH  
UNIT 1 – PAPER 03  
LITERARY ANALYSIS AND THEMES  
KEY/MARK SCHEME

8. The narrator is a social rebel at heart.

Une si longue lettre

What are the characteristics of a social rebel?

- (a) rebellion against authority and the establishment (society)
- (b) Frankness, openness/bluntness/no inhibitions

Although some of these characteristics may be obvious in the life of the narrator, they do not reflect so much the adolescent spirit but rather that of a woman from a traditional Muslim background who is cautiously evolving into the ‘modern’ woman.

- Throwing her mind back to earlier years she speaks of «sortir de l’enlissement des traditions, superstitions et mœurs ...» and «libérée donc des tabous qui frustrent ... »
- She refuses her mother’s choice of a husband «je préférerais l’homme à l’éternel complet kaki ...»
- Her attitude to the news that her husband had taken another wife is at first, bitter submission. «J’acquiesçais sous les gouttes de poison qui me calcinaient. » However, when her brother-in-law takes it for granted that she will marry him after her husband’s death, she rebels in no uncertain terms - «Ma voix ... elle éclate, violente, tantôt sarcastique, tantôt méprisante. »
- In the presence of other men, Mawdo and the imam, the ‘traditional’ Muslim woman insults her brother-in-law.  
  
«Tamsir, vomis tes rêves de conquérant..... Je ne serai jamais ta femme ... Je prenais ainsi ma revanche ... »
- She refuses the hand of Daouda much to the dismay of Farmata, partly because she could not accept the conditions of polygamy.
- She shows with her children that she is flexible, adaptable to nontraditional attitudes. «Puisque mes filles voulaient être dans le vent », « j’avais accepté l’entrée du pantalon dans les gardes – robes. »
- She adapts but with reluctance to the way the modern parents are less strict with regard to the behaviour of their children. « J’élargis mon opinion en pénétrant l’actualité. »

The narrator is admitting to adaptability and openness.

Conclusion

She is in a sense more a woman who is moving from the position of a traditional to that of a modern woman, than a total rebel.

**Total 32 marks**

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 KEY/MARK SCHEME

**SECTION B**

<b>Knowledge and Understanding (To be marked out of 16)</b>	<b>Application of Knowledge (To be marked out of 9)</b>	<b>Organization of Information (To be marked out of 7)</b>
<b>14-16</b> <b>Excellent</b>  Candidate shows an excellent knowledge and understanding of the text and an excellent informed personal response to the themes of the text.	<b>8-9</b> <b>Excellent</b>  Candidate applies knowledge of the set text relevantly and accurately to the question and analyses, synthesizes, and evaluates relevant issues in a highly effective manner, using accurate citations in French.	<b>7</b> <b>Excellent</b>  Candidate organizes information meaningfully and communicates ideas in an excellent and effective manner.
<b>11-13</b> <b>Very Good</b>  Candidate shows a very good knowledge and understanding of the text and a very good informed personal response to the themes of the text.	<b>7</b> <b>Very Good</b>  Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes and evaluates relevant issues in a very effective manner using accurate citations in French.	<b>6</b> <b>Very Good</b>  Candidate organizes information meaningfully and communicates ideas in a very good and effective manner.
<b>9-10</b> <b>Good</b>  Candidate shows a good knowledge and understanding of the text and a good informed personal response to the themes of the text.	<b>6</b> <b>Good</b>  Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes and evaluates relevant issues in an effective manner. Less use of citations.	<b>5</b> <b>Good</b>  Candidate organizes information meaningfully and communicates ideas in a good and effective manner.

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<b>7-8</b> <b>Satisfactory</b>	<b>5</b> <b>Satisfactory</b>	<b>4</b> <b>Satisfactory</b>
Candidate shows a satisfactory knowledge and understanding of the text and an informed personal response to the themes of the text.	Candidate applies knowledge of the set text with some relevance and accuracy to the question, and analyses, synthesizes and evaluates relevant issues in a satisfactory manner . Some citations used but are not all accurate.	Candidate organizes information in an acceptable manner and communicates ideas satisfactorily.
<b>4-6</b> <b>Minimal</b>	<b>4</b> <b>Minimal</b>	<b>3</b> <b>Minimal</b>
Candidate shows barely acceptable knowledge and understanding of the text and a partial informed personal response to the themes of the text.	Candidate applies knowledge of the set text with minimal relevance and accuracy to the question, and analyses, synthesizes and evaluates relevant issues in a barely adequate manner. Citations are not all adequately used.	Candidate organizes information in a less than acceptable manner and communicates ideas in a barely adequate manner.
<b>2-3</b> <b>Poor</b>	<b>3</b> <b>Poor</b>	<b>2</b> <b>Poor</b>
Candidate shows limited knowledge and understanding of the text and an uninformed personal response to the themes of the text.	Candidate applies knowledge of the set text with little relevance and accuracy to the question, and analyses, synthesizes and evaluates relevant issues in a basically weak manner . Few citations in French are used.	Candidate shows basic weakness in organizing and communicating information.
<b>0 -1</b> <b>Ungradable</b>	<b>0-2</b> <b>Ungradable</b>	<b>0-1</b> <b>Ungradable</b>
Candidate shows very limited knowledge and understanding of the text and an inability to respond to the themes of the text.	Candidate shows little or no knowledge of the set text, or little or no skill in analyzing, synthesizing and evaluating information necessary to handling the question. No citations in French are used.	Candidate shows little or no skill in organizing and communicating information.





**CANDIDATE – PLEASE NOTE!**

PRINT your name on the line below and return this booklet with your answer sheet. Failure to do so may result in disqualification.

TEST CODE **02222010**

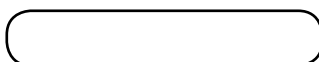
**SPEC 2017/02122010**

**CARIBBEAN EXAMINATIONS COUNCIL  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**FRENCH**

**Unit 2 – Paper 01**

*1 hour 30 minutes*



**READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. This test consists of 45 items. You will have 1 hour and 30 minutes to answer them.
2. This paper is divided into TWO sections. Section A consists of FIVE selections. Section B consists of an interview.
3. The question booklet contains questions based on the selections and interview.
4. In addition to this test booklet, you should have an answer sheet.
5. Do not be concerned that the answer sheet provides spaces for more answers than there are items in this test.
6. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
7. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Martinique is ..

- (A) a town
- (B) a peninsula
- (C) an island
- (D) a city

Sample Answer



The correct answer to this item is “an island”, so (C) has been shaded.

8. If you want to change your answer, erase it completely before you fill in your new choice.
9. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later.

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

SECTION A

**Instructions to Candidates**

**You will hear FIVE short selections. Each selection will be heard twice. For each selection there are a number of questions printed in your test booklet followed by four suggested answers. Choose the BEST answer for each question and shade the corresponding space on your answer sheet. You can make notes at any time during the examination.**

**You now have ONE minute to read the questions on the first selection.**

**Now, listen to the first selection.**

**SELECTION 1**

**Listen to the first selection for the second time.**

**You now have EIGHT minutes to answer the questions.**

- |  |  |
|--|--|
| <p><b>1.</b> The GENERAL comment made about television is that it</p> <p>(A) has become the most popular medium today</p> <p>(B) is one of many media forms existing today</p> <p>(C) is one of the few forms of media which still exists today</p> <p>(D) has become one of the most popular forms of media today</p> | <p><b>3.</b> Television is significant because</p> <p>(A) the views of the authorities are always discussed.</p> <p>(B) all aspects of the human condition are discussed.</p> <p>(C) only the positive aspects of the human condition are discussed.</p> <p>(D) the ideas and views of opposition parties are never discussed.</p> |
| <p><b>2.</b> According to the passage, television focuses on</p> <p>I. images</p> <p>II. styles</p> <p>III. current affairs</p> <p>(A) I only</p> <p>(B) II only</p> <p>(C) I and II only</p> <p>(D) I and III only</p>  | <p><b>4.</b> Which of the following categories is mentioned as television viewers?</p> <p>(A) All ages, nationalities and social groups</p> <p>(B) All women, young people and retirees</p> <p>(C) The rich, persons employed and young people</p> <p>(D) Housewives, students and persons employed</p>                            |

5. According to the selection, television has a great influence over
- (A) investors who tune in to the business programmes
  - (B) housewives who spend several hours watching soap operas
  - (C) the child who watches it for several hours each week
  - (D) families who ensure that they watch programmes together
6. Children in developing countries watch television for
- (A) a few hours a week
  - (B) one hour a week
  - (C) many hours a week
  - (D) continuously all week
7. How is television considered in developing countries?
- (A) As the primary means of teaching young children
  - (B) As the primary means of communication
  - (C) The avenue to vent antigovernment feelings
  - (D) The best way to convey views of the industrialized countries
8. Which of the following is the MOST appropriate title for the selection?
- (A) The negative aspect of television
  - (B) How television gets us to think
  - (C) The influence of television on young people
  - (D) The impact of television in today's world

**You now have ONE minute to read the questions on the second selection.**

**Now, listen to the second selection.**

SELECTION 2

**Listen to the second selection for the second time.**

**You now have SEVEN minutes to answer the questions.**

9. The type of society referred to in the passage is
- (A) tribal
  - (B) industrial
  - (C) traditional
  - (D) agrarian
10. What statement is made about society?
- (A) Boys and girls expect to be treated differently.
  - (B) Customs are different from those of modern societies.
  - (C) They all observe the same customs and activities.
  - (D) Customs and activities are different for boys and girls.
11. What does treatment of girls involve?
- (A) More opportunities for progress and fewer restrictions
  - (B) More restrictions and fewer opportunities for progress
  - (C) Similar opportunities being offered to girls and boys in all spheres
  - (D) Similar opportunities being offered to girls and boys in certain spheres
12. What is the economic impact of the way girls are treated?
- (A) It results in poverty of women.
  - (B) Men are now poorer than before.
  - (C) Women are now richer than before.
  - (D) There is improvement in the buying power of women.
13. How is gender discrimination manifested in religious circles?
- (A) Few women become spiritual leaders or participate in certain ceremonies.
  - (B) Women can no longer aspire to leadership positions.
  - (C) Only leadership in women's groups can now be accessed.
  - (D) Participation of women is restricted to only a few activities.
14. In which areas have there been initiatives in relation to the sexes?
- (A) Laws relating to adoption
  - (B) Laws relating to equal treatment of sexes
  - (C) Adoption laws being applicable to both men and women
  - (D) Adoption and laws relating to equality between the sexes

GO ON TO THE NEXT PAGE

15. Which of the following titles BEST describes the selection?
- (A) Changes in traditional societies
  - (B) Traditional and modern societies
  - (C) Discrimination in traditional societies
  - (D) Gender discrimination in traditional societies

**You now have ONE minute to read the questions on the third selection.**

**Now, listen to the third selection.**

SELECTION 3

**Listen to the third selection for the second time.**

**You now have FIVE minutes to answer the questions.**

- 16.** How does agriculture benefit many countries?
- (A) It is a revenue earner for such countries.
  - (B) It provides all the food of the local population
  - (C) Jobs are created in several sectors of the economy.
  - (D) It is a means of meeting the needs of the population.
- 17.** What factors are responsible for developing countries benefiting so little from modern agriculture?
- (A) A lack of financial capital and too large a population
  - (B) Too large a population and a lack of scientific research
  - (C) An unfavourable climate and a lack of financial capital
  - (D) A lack of scientific research and an unfavourable climate
- 18.** Modern agriculture has become more criticized because of the
- (A) scarcity of arable land
  - (B) destruction of the environment
  - (C) absence of any development policy
  - (D) small number of potential investors
- 19.** Modern agriculture is only useful in
- (A) countries with a large rural population
  - (B) developing countries
  - (C) industrialized countries
  - (D) countries with a small population
- 20.** How has modern agriculture impacted on the environment?
- (A) Animal life is becoming extinct.
  - (B) Animal and plant life are on the brink of extinction.
  - (C) Plant life is being totally destroyed.
  - (D) It has led to water pollution and extinction of some animal species.

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**You now have ONE minute to read the questions on the fourth selection.**

**Now, listen to the fourth selection.**

SELECTION 4

**Listen to the fourth selection for the second time.**

**You now have FIVE minutes to answer the questions.**

21. The majority of energy consumed is based on the production of energy from
- (A) thermal
  - (B) wind
  - (C) oil
  - (D) solar
22. What comment is made about the rate of oil production?
- (A) It has peaked and will level off.
  - (B) It will increase until it reaches a peak.
  - (C) The rate has been dropping in recent years.
  - (D) The rate has remained stable in recent years.
23. What action will countries be forced to take?
- (A) Reduce oil production in order to force prices up.
  - (B) Increase oil production in order to keep prices stable.
  - (C) Reduce oil production in order to conserve their reserves.
  - (D) Increase oil production in order to provide for the non producers.
24. Which group of countries is specifically mentioned?
- (A) Countries of the West
  - (B) Countries of the Far East
  - (C) Middle Eastern countries
  - (D) Petroleum exporting countries
25. Certain countries are making use of their petro-dollars by investing in
- (A) sustainable projects
  - (B) new petroleum projects
  - (C) alternative energy sources
  - (D) projects in other countries

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**You now have ONE minute to read the questions on the fifth selection.**

**Now, listen to the fifth selection.**

SELECTION 5

**Listen to the fifth selection for the second time.**

**You now have FIVE minutes to answer the questions.**

26. Which of the following statements is CORRECT about traditional tourism?
- (A) Traditional tourism has lost its appeal.
  - (B) Only positive benefits have been derived from traditional tourism.
  - (C) Very few benefits have been derived from traditional tourism.
  - (D) Traditional tourism has brought both benefits and social problems to receiving countries.
27. The significance of ecotourism is that it
- (A) respects man, culture and the environment
  - (B) brings no problems for countries that embrace it
  - (C) can reverse the negativity of traditional tourism
  - (D) provides a balance between culture and environment
28. When one thinks of ecotourism, one thinks of the Caribbean because
- (A) the Caribbean is the ecotourism capital of the world
  - (B) the region does not rely as much on traditional tourism
  - (C) national parks and nature reserves allow for a close examination of plant and animal life
  - (D) exotic animals can always be encountered in the wild in the countries of the Caribbean
29. Which examples of animal life are specifically mentioned?
- (A) Tigers and jaguars
  - (B) Lions and alligators
  - (C) Crocodiles and tigers
  - (D) Jaguars and crocodiles
30. A MAJOR benefit of ecotourism to the West Indies is
- (A) decrease crime rate
  - (B) increased spending on the environment
  - (C) decrease on tourist arrivals
  - (D) increased exposure

GO ON TO THE NEXT PAGE



**SECTION B**

**Instructions to Candidates**

**In this section you will hear an interview. The entire interview will be heard a first time and will be repeated in two parts. You will be allowed THREE minutes to read the questions and suggested answers before the compact disc (CD) is played for the first time.**

**After listening to PART 1, you will be allowed SEVEN minutes to answer the questions on PART 1.**

**After listening to PART 2, you will be allowed EIGHT minutes to answer the questions on PART 2.**

**The entire interview will then be repeated, after which you will be allowed time to check your work.**

**You now have THREE minutes to read the questions.**

**Now, listen to the entire interview.**

**[Entire interview is played.]**

**A journalist interviews a sociologist on the impact of the computer on family life and education.**

**Now, listen to PART 1 of the interview.**

**[PART 1 is played]**

**You now have SEVEN minutes to answer the questions on PART 1.**

**PART 1**

- 31.** The computer is described by the sociologist as
- (A) important for the development of other tools
  - (B) the most important development of this century
  - (C) being essential for development in our century
  - (D) another invention that occurred during this century

- 32.** What effect does the arrival of the computer have on the family?
- (A) There has been some conflict.
  - (B) It has led to much discussion.
  - (C) There are increased expenses.
  - (D) Members have to manage without other appliances.

- 33.** Which of the following areas are suggested for the installation of the computer?
- (A) TV room, library, studio
  - (B) Office, living room, bedroom
  - (C) Dining room, bedroom, office
  - (D) Library, dining room, living room

34. In what way is it suggested that the computer can unite the family?
- (A) Members decide together where they think the computer should be set up.
  - (B) Parents take time out from their busy schedules to teach the children.
  - (C) In many instances, members all contribute financially to buy the computer.
  - (D) It strengthens bonds as members work together to understand how the computer functions.
35. What aspect of family life is being changed by the computer?
- (A) Roles of members
  - (B) Structure of the family
  - (C) Habits of members
  - (D) Value system of members
36. The intellectual leaders of the family are the
- (A) siblings
  - (B) priests
  - (C) parents
  - (D) grandparents
37. Which of the following statements is CORRECT according to the selection?
- (A) Computers are responsible for families growing apart.
  - (B) Grandparents know much more about computers than they admit.
  - (C) Parents continue to provide the intellectual guidance in the family.
  - (D) Children, because of their computer skills, are now teaching their parents.

**Now, listen to PART 2 of the interview.**

**[PART 2 is played]**

**You now have EIGHT minutes to answer the questions on PART 2.**

**PART 2**

38. What comparison is made between the teacher and the computer in the education system?
- (A) The computer cannot replace that personal touch between teacher and pupil.
  - (B) Both teacher and computer have drawbacks with respect to teaching.
  - (C) The teacher can be readily replaced by the computer in teaching the child.
  - (D) Both teacher and computer are indispensable to the education of the child.
39. According to the selection, it is CORRECT to say that the
- (A) computer cannot assist the child in such spheres as memory training.
  - (B) computer has very little contribution to make to the education system.
  - (C) sociologist believes that all the drawbacks of the computer will soon be rectified.
  - (D) sociologists say that all the drawbacks of the computer will eventually be rectified.
40. What is the sociologist's view of the computer and the traditional encyclopaedia?
- (A) Both can teach the child to learn names and properties of objects.
  - (B) It is impossible to recreate what the traditional encyclopaedia did.
  - (C) It is better to allow children of a certain age to use the traditional encyclopaedia.
  - (D) Most functions of the traditional encyclopaedia are still to be developed for the computer.
41. The objects that were specifically mentioned by the sociologist were
- I. Machines
  - II. Televisions
  - III. Musical Instruments
- (A) I only
  - (B) II only
  - (C) I and III only
  - (D) I, II and III

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42. The sociologist states that the computer can stimulate the child's creativity
- (A) when the computer is introduced at an early age
  - (B) by helping them to compose, to write and to draw
  - (C) only when there is improvement in home conditions
  - (D) if schools use the correct computer software
43. The sociologist's view of television is that it is
- (A) a provider of creative ideas
  - (B) one of the best inventions of the last century
  - (C) an instrument that encourages passiveness
  - (D) nothing more than an entertainment provider
44. Which of the following statements of the computer in education is CORRECT according to the selection?
- (A) The computer appears to have more advantages than disadvantages.
  - (B) The disadvantages of the computer are balanced against the benefits.
  - (C) The disadvantages are too great to continue to use computers in the education system.
  - (D) There are more disadvantages than advantages in using the computer in education.
45. The information stated by the sociologist is based on
- (A) facts
  - (B) statistical data
  - (C) public perception
  - (D) personal opinion

**Now, listen to the entire interview as it is played for the final time.**

**[Entire interview played]**

**You may now use the time remaining to check your work.**

**END OF TEST**

**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.**

## Master Data Sheet: Unit 2

<b>Item Number</b>	<b>Key</b>
1	D
2	C
3	B
4	A
5	C
6	C
7	B
8	D
9	C
10	D
11	B
12	A
13	A
14	B
15	D
16	D
17	C
18	B
19	C
20	D
21	C
22	B
23	C
24	C
25	A
26	D
27	A
28	C
29	D
30	D
31	C
32	A
33	B
34	D
35	A
36	D
37	D
38	A
39	A
40	A
41	C
42	B
43	C
44	A
45	D



**SPEC 2017/02222010**

TEST CODE **02222010**

**C A R I B B E A N E X A M I N A T I O N S C O U N C I L**

**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**FRENCH**

**UNIT 2 – PAPER 01**

**MODERATOR'S SCRIPT**

*1 hour 30 minutes*

**SPECIMEN PAPER**

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

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SECTION A

**Instructions to Candidates**

**You will hear FIVE short selections. Each will be heard twice. For each selection there are a number of questions printed in your test booklet followed by four suggested answers. Choose the BEST answer for each question and shade the corresponding space on your answer sheet. You can make notes at any time during the examination.**

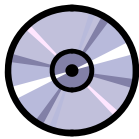
**You now have ONE minute to read the questions and suggested answers on the first selection.**

**Now, listen to the first selection.**

**SELECTION 1**

La télévision est devenue l'une des formes les plus populaires de média aujourd'hui. C'est le domaine où les images, les styles et les idées à l'égard de la condition humaine sont toujours discutés. Les téléspectateurs représentent tous les âges, toutes les nationalités et tous les statuts sociaux du monde. La télévision a beaucoup d'influence sur l'enfant qui la regarde plusieurs heures par semaine et constitue le premier moyen de communication dans les pays en voie de développement.

**Listen to the first selection for the second time.**



**You now have EIGHT minutes to answer the questions.**

**You now have ONE minute to read the questions and suggested answers on the second selection.**

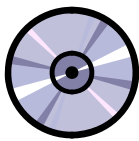
GO ON TO THE NEXT PAGE

**Now, listen to the second selection.**

SELECTION 2

Dans les sociétés traditionnelles du monde, les coutumes et les activités sont différentes pour les garçons et pour les filles. En général, il y a beaucoup de restrictions et moins d'occasions de progresser pour les filles, occasionnant plus de pauvreté chez les femmes. Dans les cercles religieux, rares sont les femmes qui deviennent des leaders spirituels ou qui pratiquent lors de certaines cérémonies. Pour contrecarrer ce phénomène, des initiatives ont été prises pour l'adoption et l'application de lois visant l'égalité entre les sexes.

**Listen to the second selection for the second time.**



**You now have SEVEN minutes to answer the questions.**

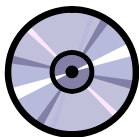
**You now have ONE minute to read the questions and suggested answers on the third selection.**

**Now, listen to the third selection.**

SELECTION 3

L'agriculture devient dans de nombreux pays un moyen de subvenir aux besoins de la population. Cependant, les pays en voie de développement n'ont pas pu bénéficier des avantages de l'agriculture moderne principalement à cause d'un climat défavorable et d'un manque de capital financier. L'agriculture moderne, néanmoins, est de plus en plus critiquée en raison des dégradations de l'environnement. Elle a contribué à l'extinction de certaines espèces animales et à la pollution des eaux.

**Listen to the third selection for the second time.**



**You now have FIVE minutes to answer the questions.**

GO ON TO THE NEXT PAGE



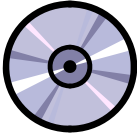
**You now have ONE minute to read the questions and suggested answers on the fourth selection.**

**Now, listen to the fourth selection.**

SELECTION 4

Le pétrole fournit un grand pourcentage de l'énergie consommée dans le monde aujourd'hui. Mais cette ressource n'est pas éternelle. Les taux de production de pétrole augmentent maintenant jusqu'à un pic, et bientôt on sera obligé de réduire sa production pour ménager des réserves. Puisque les réserves ne dureront pas éternellement, certains pays du Moyen Orient investissent leur pétrodollars dans des projets durables tels que l'éducation, les infrastructures publiques et ne les gaspillent plus comme jadis.

**Listen to the fourth selection for the second time.**



**You now have FIVE minutes to answer the questions.**

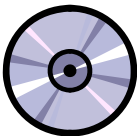
**You now have ONE minute to read the questions and suggested answers on the fifth selection.**

**Now, listen to the fifth selection.**

SELECTION 5

Le tourisme traditionnel apporte des bienfaits mais aussi des problèmes sociaux aux pays récepteurs. Pourtant un autre tourisme est possible - l'écotourisme. L'écotourisme respecte les hommes, leur culture et leur environnement. Lorsqu'on pense à l'écotourisme il faut penser aux Antilles. Ici vous pourrez approcher de près la flore et la faune dans des parcs nationaux et réserves naturelles. Préparez-vous à rencontrer un jaguar ou un crocodile dans les forêts tropicales de la région. L'écotourisme rend les Antilles célèbres partout dans le monde.

**Listen to the fifth selection for the second time.**



**You now have FIVE minutes to answer the questions.**

**END OF SECTION A**

**GO ON TO THE NEXT PAGE**

**SECTION B**

**Instructions to Candidates**

**In this section you will hear an interview. The entire interview will be heard a first time and will be repeated in two parts. You will be allowed THREE minutes to read the questions and suggested answers before the compact disc (CD) is played for the first time.**

**After listening to PART 1, you will be allowed SEVEN minutes to answer the questions on PART 1.**

**After listening to PART 2, you will be allowed EIGHT minutes to answer the questions on PART 2.**

**The entire interview will then be repeated, after which you will be allowed time to check your work.**

**You now have THREE minutes to read the questions.**

**Now, listen to the entire interview.**

**[Entire interview is played.]**

**A journalist interviews a sociologist on the impact of the computer on family life and education.**

**PART 1**

Journaliste: D'abord je dois vous remercier d'être venu ici.

Sociologue: Je suis très content d'être ici pour discuter l'importance de l'ordinateur qui est un outil essentiel pour le développement dans notre siècle.

Journaliste: Monsieur, on dit que l'arrivée d'un ordinateur dans une famille peut occasionner des conflits. Acceptez-vous cette opinion?

Sociologue: Oui, quelquefois il y a de petits conflits familiaux concernant où on doit l'installer. Papa veut l'installer dans son bureau, les enfants préfèrent qu'il soit dans le salon, maman propose la chambre à coucher...

Journaliste: Mais, est-ce qu'il y a des moments positifs liés à l'arrivée de l'ordinateur dans une famille?

**GO ON TO THE NEXT PAGE**

Sociologue: Oui. L'ordinateur peut servir à unir la famille. On observe souvent, par exemple, entre les frères et sœurs la manière dont l'amour est renforcé lorsqu'ils travaillent ensemble pour mieux comprendre le fonctionnement de l'ordinateur.

Journaliste: En quoi, l'ordinateur, modifie-t-il l'organisation de la vie familiale?

Sociologue: Traditionnellement, les parents sont les leaders intellectuels de la famille. Maintenant les jeunes, plus habiles avec l'informatique, guident leurs parents et parfois même leurs grands-parents.

## **PART 2**

Journaliste: On dit que l'ordinateur peut contribuer beaucoup au système éducatif. Que pensez-vous de cette opinion?

Sociologue: Oui. Jusqu'à un certain point, seulement. L'ordinateur bien sûr ne peut pas remplacer le contact personnel entre le professeur et l'élève dans certains domaines.

Journaliste: A votre avis, l'ordinateur, a-t-il remplacé l'encyclopédie traditionnelle?

Sociologue: Dans un certain sens, oui. L'ordinateur peut aider l'élève à apprendre les noms et les propriétés des objets, par exemple, les animaux, les instruments de musique et les machines.

Journaliste: Comment peut-il stimuler la créativité de l'enfant?

Sociologue: Il peut l'aider à composer des poèmes et des chansons et aussi à écrire ses propres textes. Il peut contribuer à l'amélioration de la qualité de son dessin et de l'écriture.

Journaliste: Comment peut-on comparer l'ordinateur et la télévision?

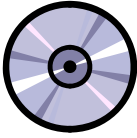
Sociologue: La télévision encourage la passivité. Il faut tout simplement absorber de l'information. L'ordinateur est plus interactif.

Journaliste: Merci, monsieur, vous m'avez aidé à mieux comprendre les avantages de l'ordinateur.

Sociologue: Je vous en prie. Au revoir.

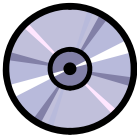
GO ON TO THE NEXT PAGE

**Now, listen to PART 1 of the interview.**



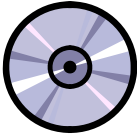
**You now have SEVEN minutes to answer the questions on PART 1.**

**Now, listen to PART 2 of the interview.**



**You now have EIGHT minutes to answer the questions on PART 2.**

**Now, listen to the entire interview as it is played for the final time.**



**You now have time to check your work.**

**END OF TEST**



TEST CODE 02222020

FORM 02222020 / SPEC/2017

**CARIBBEAN EXAMINATIONS COUNCIL**

**ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER**

**FRENCH UNIT 2**

**PAPER 02 - READING AND WRITING**

*2 hours 10 minutes*

**INSTRUCTIONS TO CANDIDATES**

1. This paper is divided into TWO sections.
2. Section A consists of TWO passages and questions based on the passages.
3. Answer ALL of the questions in Section A.
4. Section B consists of FIVE essay questions based on Module 2.
5. Answer ONE question in Section B.
6. You will be penalized for disregarding these instructions.

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## SECTION A

### READING COMPREHENSION

**This section consists of TWO passages. Read each passage carefully and respond according to the instructions given.**

#### Passage 1

#### L'esclavage domestique des enfants en Haïti

La pratique en Haïti, selon laquelle les enfants sont forcés à faire le travail domestique, est parmi la pire au monde. Ceci est ironique puisque Haïti, première république noire à être libérée de l'esclavage, viole de manière flagrante, l'un des principes de base des droits de l'homme.

Ces enfants, nommés «restaveks», sont envoyés par leurs parents dans une famille plus aisée pour faire le travail domestique léger en échange d'être abrités, éduqués, nourris, et habillés. Une fois arrivés, ils se voient transformés en esclaves domestiques, selon la Coalition nationale des droits haïtiens. Une enquête menée par l'Institut psycho-social de la famille révèle que trente pour cent de ces enfants ne reçoivent qu'un seul repas par jour. Ils travaillent de longues heures dans des conditions inhumaines et ne sont ni éduqués, ni payés et de surcroît, ils sont privés de l'amour de leurs propres parents. L'abus physique et verbal qu'ils subissent mène souvent à la dépression, au manque de respect pour soi et même à la malnutrition.

Les filles sont souvent appelées «la pou sa», mot créole qui signifie «ici pour ça». Il est de rigueur qu'elles deviennent des objets sexuels des hommes et des garçons de la maison. Lorsqu'elles tombent enceinte, elles sont jetées dehors, voire rejetées par leurs propres parents.

Selon une autre enquête menée par la Coalition nationale des droits haïtiens, le nombre d'enfants travailleurs en Haïti se chiffre à plus de trois cent mil. Parfois, les enfants ont à peine trois ans quand ils deviennent des restaveks et doivent laver la vaisselle, nettoyer la maison et faire la cuisine.

La pratique du travail domestique des enfants a d'énormes répercussions sur la société haïtienne, surtout à l'égard de la structure de la famille et l'accroissement de la pauvreté et de la violence. Elle est liée à d'autres maux de la société qui, ensemble, sont responsables de beaucoup d'infractions des droits de l'homme.

**1. Answer the following questions, in FRENCH, in your own words.**

- (a) <<L’histoire se répète.>> Justifiez cette opinion en vous référant au premier paragraphe. [4 marks]
- (b) Quelle évidence y-a-t-il, du moins en théorie, que la vie d’un <<restavek>> devait être satisfaisante? [4 marks]
- (c) Citez des exemples d’exploitation, en vous référant au deuxième paragraphe. [5 marks]
- (d) Relevez les faits qui soulignent l’impact psychologique du mauvais traitement chez l’enfant. [2 marks]
- (e) Quels renseignements y-a-t-il sur l’humiliation du sexe féminin dans ce texte? [5 marks]
- (f) Quelles sont les implications sociales de la pratique du travail des enfants? [4 marks]

**Total 24 marks**

Passage 2

Le commerce électronique

Nous ne pouvons pas imaginer clairement ce qui se passera au cours du vingt-et-unième siècle. Cependant ce que nous savons, c’est que le réseau Internet exerce déjà une influence profonde sur les sciences et les techniques. Il favorise puissamment une intégration sans précédent des cultures et des économies à travers le monde.

L’une des utilisations les plus révolutionnaires de l’Internet a eu lieu dans le monde des affaires. Nous pouvons déjà commander sur ce réseau des livres et des vêtements, y obtenir des conseils en matière de commerce et y acheter n’importe quel article, allant des outils de jardinage aux produits alimentaires. Mais nous savons que ce n’était qu’un début. Le commerce électronique double ou triple de volume chaque année. Les biens et les services qu’il engendre se chiffrent à des centaines de milliards de dollars.

Néanmoins, dans certains pays, les responsables gouvernementaux continuent de s’interroger sur la valeur et les effets réels de cette forme de commerce. Avec quelle rapidité le commerce électronique se développe-t-il? Dans quels délais les pouvoirs publics devraient ils réagir? Comment celui-ci affecte-t-il les relations entre les pouvoirs publics et les entreprises? Quels sont les aspects négatifs du commerce électronique?

Au niveau des organisations non gouvernementales, certains ont mis en garde contre le fait que le commerce électronique pourrait éventuellement renforcer ce que l'on appelle «le fossé économique.» Celui-ci existe déjà entre pays riches et pays pauvres, et entre citoyens instruits et citoyens moins instruits.

On a remarqué aussi que les pays ne sont pas préparés au commerce électronique de la même manière, et que le nombre de personnes ayant accès à l'Internet diffère d'un pays à l'autre. Cette situation bien sûr perpétuerait le déséquilibre économique déjà cité.

Pour ceux qui hésitent encore à entrer dans le monde du commerce électronique, on met en lumière des mesures qui sont en place pour assurer la sauvegarde des droits des vendeurs et des acheteurs pour garantir la confidentialité des transactions.

*Adapted from <http://www.observateurocde.org/news/fullstory.php>*

**2. Answer the following questions, in ENGLISH, showing that you have understood the passage.**

- (a) What information is there in the passage to suggest that the Internet already plays a major role in the 21<sup>st</sup> century? [4 marks]
- (b) Name THREE transactions which are facilitated by e-commerce. [3 marks]
- (c) What evidence is there of scepticism on the part of governments with regard to e-commerce? [4 marks]
- (d) Identify TWO socioeconomic situations which may be impacted negatively because of e-commerce. [4 marks]
- (e) What has been done to encourage prudent consumers to become involved in e-commerce? [4 marks]

**Find in the text the words or phrases that are similar in meaning to the following expressions:**

- (f) ... encourage ... [paragraph 1] [1 mark]
- (g) ... commencement ... [paragraph 2] [1 mark]
- (h) ... pourtant ... [paragraph 3] [1 mark]
- (i) ... éduqués ... [paragraph 4] [1 mark]
- (j) ... l'écart ... [paragraph 4] [1 mark]

**Total 24 marks**



## SECTION B

### ESSAYS

Write an essay, in FRENCH, using 300 – 350 words on ONE of the following topics.

#### **The impact of science and technology on ethical issues**

3. Discutez le pour et le contre de la transplantation des organes humains.

[Total 24 marks]

4. «L'euthanasie est à la fois une offense morale et un délit criminel.»  
Discutez.

[Total 24 marks]

#### **The impact of information and communication technologies on social and economic life**

5. «Le téléphone portable contribue de plus en plus aux malheurs de la société.» Discutez.

[Total 24 marks]

6. Les moyens de communication dans la région laissent beaucoup à désirer. Êtes-vous d'accord? Développez votre point de vue.

[Total 24 marks]

7. «La plupart des changements technologiques ne sont pas nécessaires et profitent principalement aux entreprises qui les inventent.»  
Discutez.

[Total 24 marks]

### END OF TEST

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CARIBBEAN EXAMINATIONS COUNCIL

**ADVANCED PROFICIENCY EXAMINATION**

SPECIMEN PAPER

FRENCH

Unit 2 – Paper 02

READING AND WRITING

KEY AND MARK SCHEME

**PASSAGE 1**

1. (a) <sup>2</sup> Haïti, pays autrefois soumis à l'esclavage/est maintenant un pays où <sup>2</sup>  
les enfants travaillent (dans un/certain sens) comme des esclaves. [4 marks]
- (b) Un enfant fait des tâches légères chez une famille riche et en guise <sup>2</sup>  
de récompense la famille fournit le vivre et le couvert./des vêtements./et <sup>2</sup>  
s'occupe de ses études. [4 marks]
- (c) Les enfants sont sous-alimentés/ils sont surchargés de travail/ils travaillent <sup>1</sup> <sup>1</sup> <sup>1</sup>  
dans des conditions insupportables/et ne sont ni éduqués/ni payés. <sup>1</sup> <sup>1</sup> [5 marks]
- (d) Selon le texte la dépression/et le manque de respect pour soi/sont <sup>1</sup> <sup>1</sup>  
généralement les conséquences du mauvais traitement. [2 marks]
- (e) La fille devient la victime sexuelle des hommes et des garçons de la maison où <sup>1</sup>  
elle habite/On l'appelle/ "la pou sa". Lorsqu'elle attend un enfant non <sup>1</sup>  
désiré/on la met à la porte/et même ses propres parents/l'abandonnent. <sup>1</sup> <sup>1</sup> <sup>1</sup> [5 marks]
- (f) Elle a un effet (négative) sur la structure familiale./  
Elle peut contribuer à l'augmentation de la pauvreté et de la violence./  
Elle peut causer la violation des droits de l'homme. [4 marks]

Any two points.

[Total 24 marks]

**PASSAGE 2**

2. (a) <sup>1</sup> Its present influence on science/and technology/. <sup>1</sup> Its powerful  
<sup>1</sup> role in fostering integration among cultures/ and economies. [4 marks]
- (b) <sup>1</sup> The ordering of books/and clothes/the obtaining of information related to  
<sup>1</sup> <sup>1</sup> business/the purchase of books/other articles (including tools and food items).  
[3 marks]
- Any Three
- (c) <sup>1</sup> They question its value and effects in terms of its rate of development/the  
<sup>1</sup> speed of government's responses/its effect on the relationship between  
<sup>1</sup> government and enterprise/its negative effects. [4 marks]
- (d) <sup>2</sup> Reinforcement of the economic gap between poor and rich countries;  
<sup>2</sup> between educated and less educated citizens. [4 marks]
- (e) <sup>1</sup> Measures have been put in place to safeguard the rights of sellers and  
<sup>1</sup> <sup>1</sup> buyers ;/as well as to guarantee the confidentiality of their transactions.  
[4 marks]
- (f) favorise [1 mark]
- (g) début [1 mark]
- (h) néanmoins [1 mark]
- (i) instruits [1 mark]
- (j) le fossé [1 mark]

**Total [24 marks]**

## SECTION B

<b>Content/Presentation (To be marked out of 12)</b>	<b>Correctness of Expression (To be marked out of 12)</b>
<p><b>11-12                      Excellent</b></p> <p>Excellent organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p>	<p><b>11-12                      Excellent</b></p> <p>Wide range of structures and vocabulary; excellent use of idioms; generally accurate; occasional minor errors.</p>
<p><b>9-10                        Very Good</b></p> <p>Very good organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p>	<p><b>9-10                        Very Good</b></p> <p>Wide range of structures and vocabulary; very good use of idioms; generally accurate with few errors.</p>
<p><b>7-8                         Good</b></p> <p>Good organization and coverage of topic; generally relevant; fewer facts, ideas and opinions.</p>	<p><b>7-8                         Good</b></p> <p>Good grasp of essential structures; an attempt at varied vocabulary but with quite a few lapses.</p>
<p><b>5-6                        Satisfactory</b></p> <p>Satisfactory coverage of topic; some relevant facts, ideas and opinions; fairly coherent.</p>	<p><b>5-6                        Satisfactory</b></p> <p>Satisfactory grasp of essential structures; limited use of idioms; marked inaccuracies but not affecting the meaning.</p>
<p><b>4                            Minimal</b></p> <p>Barely adequate coverage of topic; some irrelevant facts or ideas that affect coherence at times.</p>	<p><b>4                            Minimal</b></p> <p>Limited grasp of essential structures; overall weakness in grammar sometimes affecting meaning.</p>
<p><b>2-3                        Poor</b></p> <p>Poor organization and coverage of topic; presents irrelevant facts, ideas and opinions; shows misunderstanding of question.</p>	<p><b>2-3                        Poor</b></p> <p>Little grasp of essential grammar; limited vocabulary; numerous inaccuracies.</p>
<p><b>0-1                        Ungradable</b></p> <p>Very poor; limited production; vague and general; ideas presented at random.</p>	<p><b>0-1                        Ungradable</b></p> <p>No grasp of essential structures; little evidence of grammatical awareness; very limited vocabulary.</p>



TEST CODE **02222030**

**FORM 02222030/SPEC/ 2017**

**CARIBBEAN EXAMINATIONS COUNCIL**  
**ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER**

**FRENCH UNIT 2**

**PAPER 03 – LITERARY ANALYSIS AND THEMES**

*2 hours 10 minutes*

**INSTRUCTIONS TO CANDIDATES**

1. This paper is divided into TWO sections.
2. Section A consists of FOUR excerpts. You are to choose ONE excerpt and answer, in FRENCH, the questions based on that excerpt.
3. Section B consists of FOUR essay questions, with TWO on EACH theme related to the texts studied during the year.
4. Answer ONE question from Section B. Your answer must be in ENGLISH, but quotations must be in FRENCH.
5. You are allowed to use a dictionary and ONE text related to EACH theme to assist you in answering Section B. The text should NOT be heavily annotated.
6. You must NOT use the same text to answer both of your questions.

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02222030/CAPE/SPEC /2017

## SECTION A

## LITERARY ANALYSIS

Choose ONE excerpt and answer the questions in FRENCH.

EITHER

1.

Belle et Jean

Belle habitait le Bas du Bourg et était blanchisseuse. S'étant assurée de nombreuses pratiques à la Folie, elle sillonnait la ville, portant sur la tête, tantôt un énorme ballot, tantôt un tray recouvert d'un madras. Si on la surnommait Belle, ce n'était pas par allusion à ses charmes physiques, car elle était d'aspect fort commun. C'était une abréviation de son prénom Mirabelle, sa mère, Dieu seul sait comment, ayant eu connaissance de ce mot et aime sa sonorité. Or, Belle, femme sans attraits et de condition modeste, parvint à éveiller la passion d'un homme politique fort connu, Jean Hilaire Endomius, que les historiens présentent actuellement comme l'un des fondateurs du parti socialiste.

Jean Hilaire était un homme superbe, orateur redoutable, pamphlétaire infatigable, éditorialiste d'un journal qui tirait à 1 600 exemplaires, *Le Cri du nègre*.

En ces temps-la, s'attirer les faveurs d'un homme bien nanti était pour la majorité des femmes le seul moyen d'ascension sociale. Elles tentaient de le retenir, généralement, par «les sens et la bonne chère », et ainsi elles obtenaient une maison, un lopin de terre, puis faisaient des enfants qui, quoique bâtards, regardaient de haut la plèbe des démunis dont ils étaient issus. Belle rompit tout net avec cette tradition. On la vit refuser de quitter le Bas du Bourg pour la Folie, comme Jean Hilaire le lui proposait, refuser de renoncer à son métier, refuser bagues, bracelets, pendentifs, colliers choux, paniers caraïbes. Jean Hilaire s'entêta, sa flamme grandissant comme il se doit à chaque obstacle. Toute la ville ne parla bientôt que de sa passion et des extravagances auxquelles elle le conduisait. Il négligea sa femme, fille d'un grand usinier, défenseur au Conseil général des intérêts sucriers, préférant ouvertement la couche de Belle à la sienne.

*Maryse Condé, Pays mêlé suivi de Nanne-Ya, 1998, pp. 63–64.*

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- (a) Commentez la peinture du portrait de Belle fait par le narrateur. [4 marks]
- (b) Que pensez-vous du personnage de Jean ? [4 marks]
- (c) Identifiez DEUX thèmes principaux du romain qui sont évidents dans cet extrait. [4 marks]
- (d) Expliquez le choix du mot « parvint » par le narrateur dans le premier paragraphe. [4 marks]

**Total 16 marks**

**OR**

**2.**

Le marché du passeur

- ...II (Lucrèce) vit dans les deux mondes.
- Deux mondes ?
- Oui, il traverse presque chaque jour la frontière... C'est un passeur.
- Tu crois à ça, tante Renée
- Je sais que ça existe.

Tante Renée est une catholique fervente. Elle croit dans le Christ et en même temps dans les pouvoirs de Lucrece. La possibilité qu'il a de traverser les frontières comme bon lui semble. De changer de monde, selon ses désirs. D'aller du côté des vivants comme de celui des morts. Et cet homme me fait le plus terrible marché qu'on puisse faire à un écrivain, lui proposer de le conduire au royaume des morts. Au nom de ce lien mystérieux qui l'unit à mon grand-père, il me donne aujourd'hui la possibilité d'être plus grand que Dostoïevski, aussi grand que Dante ou que l'apôtre Jean, dit le bien-aimé, à qui on a fait voir, un jour, la fin du monde. Il me donne la possibilité d'être plus grand qu'un écrivain. De devenir un prophète. Celui qui a vu.

Séjourner parmi les morts et revenir chez les vivants en rendre compte. Traverser le voile des apparences. Vivre un temps dans le vrai de vrai. Plus de comédie, plus de tragédie. Seulement la vérité. L'éclatante vérité. Le plus vieux rêve des hommes. Jésus a fait revenir Lazare sur la Terre. Cela fait

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longtemps que je n'ai pas ouvert la Bible, mais si ma mémoire est bonne, je ne crois pas que cette résurrection fut un succès. Lazare sentait encore la mort et avait l'air d'une coquille vide. L'esprit ne l'habitait plus. Un zombi. Ce que me propose Lucrèce semble beaucoup plus intéressant. J'irai voir comment cela se passe là-bas, puis je reviendrai parmi les hommes. Un reporter au pays sans chapeau.

*Dany Laferrière, Pays sans chapeau, Collections Motifs, 2007, pp. 136–137.*

- (a) Donnez DEUX raisons pour lesquelles Lucrèce est-il surnommé « le passeur ». [4 marks]
- (b) Trouvez DEUX exemples du thème du double dans cet extrait. [4 marks]
- (c) Commentez le rôle du narrateur dans cet extrait. [4 marks]
- (d) Que pensez-vous de la crédibilité du narrateur en tant que « reporter » dans cet extrait ?

[4 marks]

**Total 16 marks**

GO ON TO THE NEXT PAGE

**OR**

3.

Les mains sales

OLGA

Est-ce que c'était vrai? Est-ce que tu l'as vraiment tué à cause de Jessica ?

HUGO

Je...je l'ai tué parce que j'avais ouvert la porte. C'est tout ce que je sais. Si je n'avais pas ouvert cette porte...Il était là, il tenait Jessica dans ses bras, il avait du rouge à lèvres sur le menton. C'était trivial. Moi, je vivais depuis longtemps dans la tragédie. C'est pour sauver la tragédie. C'est pour sauver la tragédie que j'ai tiré.

OLGA

Est-ce que tu n'étais pas jaloux ?

HUGO

Jaloux ? Peut-être. Mais pas de Jessica.

OLGA

Regarde-moi et réponds-moi sincèrement car ce que je vais te demander a beaucoup d'importance, As-tu l'orgueil de ton acte ? Est-ce que tu le revendiques ? Le referais-tu, s'il était à refaire ?

HUGO

Est-ce que je l'ai seulement fait ? Ce n'est pas moi qui ai tué, c'est le hasard. Si j'avais ouvert la porte deux minutes plus tôt ou deux minutes plus tard, je ne les aurais pas surpris dans les bras l'un de l'autre, je n'aurais pas tiré. (*Un temps.*) Je venais pour lui dire que j'acceptais son aide.

OLGA

Oui.

HUGO

Le hasard a tiré trois coups de feu, comme dans les mauvais romans policiers. Avec le hasard tu peux commencer les «si» : «*si j'étais resté un peu plus longtemps devant les châtaigniers, si j'avais poussé jusqu'au bout du jardin, si j'étais rentré dans le pavillon....*» Mais moi. *Moi*, là-dedans, qu'est-ce que je deviens ? C'est un assassinat sans assassin. (*Un temps.*) Souvent, dans la prison, je me demandais : qu'est-ce qu'Olga me dirait, si elle était ici ? Qu'est-ce qu'elle voudrait que je pense?

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OLGA, (*sèchement*)

Et alors ?

HUGO

Oh, Je sais très bien ce que tu m'aurais dit. Tu m'aurais dit : «Sois modeste, Hugo. Tes raisons, tes motifs, on s'en moque. Nous t'avions demandé de tuer cet homme et tu l'as tué. C'est le résultat qui compte. » Je... je ne suis pas modeste, Olga. Je n'arrivais pas à séparer le meurtre de ses motifs.

*Jean-Paul Sartre, Les mains sales, Éditions Gallimard, 2009, pp. 233–234.*

- (a) « C'est un assassinat sans assassin. » Commentez cette phrase. [4 marks]
- (b) Quel est l'importance dramatique des pauses et de l'hésitation d'Hugo quand il parle ? [4 marks]
- (c) Hugo dit «Le hasard a tiré trois coups de feu». Identifiez la figure de style utilisée ici et expliquez l'importance dans l'extrait. [4 marks]
- (d) Quels thèmes de cet extrait sont évidents dans l'œuvre ? [4 marks]

**Total 16 marks**

GO ON TO THE NEXT PAGE

**OR**

4.

Une saison au Congo

LUMUMBA

Excuse-moi ! En politique, quand j'entends un de ces grands mots techniques, je me braque, et je cherche toujours quelle infamie ça cache. Concrètement, où veux-tu en venir ?

MOKUTU

Rien de plus simple. Le président de la République démet le Premier ministre. Le Premier ministre riposte en démettant le président de la République. Moi, je les démetts tous les deux ! J'écarte les politiciens !

LUMUMBA

En bref, tu prends le pouvoir ! Après tout tu n'auras pas été le premier colonel à faire un coup d'Etat. Mais attention, Mokutu ! Le jour ou n'importe quel traîneur de sabre, n'importe quel porteur de galons, n'importe quel manieur de stick se croira le droit de faire main basse sur le pouvoir, ce jour-là, c'en sera fait de la Patrie. Un Etat ? Non ! Une foire d'empoigne ! Cette responsabilité, es-tu prêt à l'assumer ?

MOKUTU

Je ne permets à personne de mettre en doute mon honnêteté. Militaire je suis, militaire je resterai. Je confie le pouvoir à un collège de commissaires, jusqu'au retour de l'ordre. Par ailleurs, je donne l'ordre à l'armée de stopper toute avance vers Kasai, et de rentrer dans ses cantonnements. Nous aurons assez de travail à Léopoldville.

LUMUMBA

Mokutu, je n'évoquerai pas notre amitié, nos luttes communes, mais...

MOKUTU

Oh ! Ne me parle pas du passé ! C'est vrai ! Je t'ai aidé à sortir de prison. J'ai été à tes côtés à la Table Ronde de Bruxelles. Nuit et jour, j'ai alerté l'opinion publique en ta faveur. Cinq ans d'amitié, de camaraderie, mais à présent, nos voies divergent. Ce que j'appelle ta « neutralisation » signifie que sans sacrifier notre amitié, j'entends qu'elle n'empêche pas que j'accomplisse mon devoir de citoyen et de patriote congolais.

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## LUMUMBA

Tu as raison, l'heure n'est pas aux effusions sentimentales. Quant au mot neutralisation, j'en sais mieux que toi, en tout cas, j'en mesure mieux que toi le sens et la portée. Tu y penses à l'Afrique, quelquefois ? Tiens, regarde-là ! pas besoin de carte épinglée au mur. Elle est gravée sur la paume de mes mains.

Ici la Rhodésie du Nord, son cœur le Copper belt, la Ceinture de Cuivre, terre silencieuse, sauf de temps en temps, un juron de contremaître, un aboi de chien policier, le gargouillement d'un colt, c'est un nègre qu'on abat, et qui tombe sans mot dire. Regarde, à côté, la Rhodésie du Sud, je veux dire des millions de nègres spoliés, dépossédés, parqués dans les townships. Là, l'Angola ! principale exportation : ni le sucre, ni le café, mais des esclaves ! Oui, mon colonel, des esclaves ! Deux cent mille hommes livrés chaque année aux mines de l'Afrique du Sud.

*Aimé Césaire : Une saison au Congo,*

*Éditions du Seuil, 1973, pp. 89–91.*

- (a) En utilisant de l'évidence de l'extrait, qu'est-ce qu'on peut inférer de la personnalité de Mokutu ? [4 marks]
- (b) Quelles conclusions peut-on tirer concernant l'amitié de Lumumba et Mokutu ? [4 marks]
- (c) Commentez l'interprétation de Lumumba du mot « neutralisation ». [4 marks]
- (d) «Cet extrait reflète des thèmes de l'œuvre. » Commentez ce jugement. [4 marks]

**Total 16 marks**

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## SECTION B

### THEMES

Write an essay, in ENGLISH, using 450–500 words on ONE of the following themes. You MUST refer in detail to ONE named text. This text must not be the same one on which you answered in Section A. All quotations MUST be cited in FRENCH.

**LA VIE MODERNE:** (*Pays sans chapeau ; Pays mêlé suivi de Nanna-ya*)

5. Discuss the author's presentation of "Mother" in any ONE of the texts you have studied. [Total 32 marks]
6. Comment on the theme of "return to homeland" in any ONE of the texts you have studied. [Total 32 marks]

**L'ENGAGEMENT POLITIQUE ET SOCIAL:** (*Les mains sales; Une saison au Congo*)

7. "Full of schemes and the unexpected." Discuss this view of political life in the text that you have studied. [Total 32 marks]
8. "Some leaders do not have the qualities necessary for their position." Comment on this point of view with reference to the text you have studied. [Total 32 marks]

### END OF TEST

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**C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L**

**A D V A N C E D   P R O F I C I E N C Y   E X A M I N A T I O N**

**S P E C I M E N   P A P E R**

**F R E N C H**

**U N I T   2   -   P A P E R   0 3**

**L I T E R A R Y   A N A L Y S I S   A N D   T H E M E S**

**K E Y   A N D   M A R K   S C H E M E**

**SECTION A****Belle et Jean**

1 (a) Le narrateur esquisse un portrait tridimensionnel, / (moderne et dynamique) du personnage.

Any One

[1 mark]

- i. **Portrait physique. Elle est forte** : « S'étant assuré de nombreuses pratiques à la Folie, elle (Belle) **sillonnait la ville, portant sur la tête**, tantôt un énorme ballot, tantôt un tray recouvert d'un madras. » **Contrairement à son nom, elle n'est pas belle/ attirante** : « Si on la surnommait Belle, ce n'était **pas par allusion a ses charmes physiques**, car elle **était d'aspect fort commun**. »/ « Or, Belle, **femme sans attraits...** »

Any One

[1 mark]

- ii. **Portrait social. Elle est descendante d'esclave vivant dans le quartier pauvre** ; « Belle habitait le Bas du Bourg ». / Or, Belle, [était] de condition modeste... » **Elle est active** : « Belle était blanchisseuse. S'étant assuré de nombreuses pratiques à la Folie, elle sillonnait la ville... » / elle (Belle) **sillonnait la ville, portant sur la tête**, tantôt un énorme ballot, tantôt un tray recouvert d'un madras. »

Any One

[1 mark]

- iii. **Portrait psychologique : Elle est forte psychologiquement / indépendante (de pensée) / Elle ne voulait pas être femme entretenue**: « En ces temps-la, s'attirer les faveurs d'un homme bien nanti était pour la majorité des femmes le seul moyen d'ascension sociale... **Belle rompit tout net avec cette tradition. On la vit refuser de quitter le Bas du Bourg pour la Folie**, comme Jean Hilaire le lui proposait... ». Elle savait menait l'homme à sa manière : « Toute la ville ne parla bientôt que de sa passion (Jean) et des extravagances auxquelles **elle (Belle) le conduisait**. / Or, Belle... **parvint à éveiller la passion d'un homme politique fort connu**, Jean Hilaire Endomius... »

Any One

[1 mark]

[4 marks]



- (b) Jean est un personnage issu de son temps ‘moderne’ vivant dans le quartier aisé de La Folie.

[1 mark]

- i. **Portrait physique** : « Jean Hilaire était un homme superbe... »

[1 mark]

- ii. **Portrait social. Activiste politique** : « un **homme politique fort connu**... que les historiens présentent actuellement comme l’un des **fondateurs du parti socialiste**. » / « Jean Hilaire était un homme superbe, orateur redoutable, pamphlétaire infatigable, éditorialiste d'un journal qui tirait à 1 600 exemplaires, *Le Cri du nègre*./ **Bien marié (du point de vue social) mais infidèle**: Il **négligea** sa femme, fille d'un grand usinier, défenseur au Conseil général des intérêts sucriers, **préférant ouvertement la couche de Belle à la sienne**. / « Jean Hilaire **s'entêta**, sa flamme grandissant comme il se doit à chaque obstacle. Toute la ville ne parla bientôt que de sa passion et des extravagances auxquelles **elle le conduisait**.

Any one

[1 mark]

- iii. **Portrait psychologique. Il était un homme d'avant-garde passionné autant de la politique que de Belle**. : « Jean Hilaire était un homme **superbe**, orateur **redoutable**, pamphlétaire **infatigable**, éditorialiste d'un journal qui tirait à 1 600 exemplaires, *Le Cri du nègre*. / **Courageux/ Entêté vis-à-vis des personnes ou des choses auxquelles il tient** : « Jean Hilaire **s'entêta**, sa flamme grandissant comme il se doit à chaque obstacle. Toute la ville ne parla bientôt que de sa passion et des extravagances auxquelles **elle le conduisait**. / **Il est généreux envers la femme chérie, comme on voit sur la liste accumulée des choses refusées** : « On la (Belle) vit refuser de quitter le Bas du Bourg pour la Folie, comme Jean Hilaire le lui proposait, **refuser** de renoncer à son métier, refuser bagues, bracelets, pendentifs, colliers choux, paniers caraïbes...Toute la ville ne parla bientôt que de sa passion et des extravagances auxquelles elle le conduisait. »

Any one

[1 mark]

[4 marks]

(c) Any two of the following (1 mark for the theme and 1 mark for the example/ proof):

- i. **Thème : La condition de la femme moderne antillaise / L'image de la femme moderne antillaise.** / Le narrateur juxtapose deux peintures des femmes antillaises dans cet extrait : celle de la femme traditionnelle, soumise à l'homme, dépendante de lui pour toute ascension sociale ou pour son existence ; et celle de la femme indépendante, moderne, du moins du point de vue économique:

« En ces temps-la, s'attirer les faveurs d'un homme bien nanti était pour la majorité des femmes le seul moyen d'ascension sociale... Belle rompit tout net avec cette tradition... ».

II (Jean) négligea sa femme, fille d'un grand usinier, défenseur au Conseil général des intérêts sucriers, préférant ouvertement la couche de Belle à la sienne. Le divorce n'était pas une option pour elle.

- ii. **Thème : Les relations humaines dans la société post esclavagiste /**  
Le narrateur peint une société où les relations humaines sont influencées d'une part par l'histoire ou ses conditions socioéconomiques et d'autre part par les relations actuelles qui se nouent à cause des besoins humains. /

- Belle travaille à la Folie car on a besoin de ses services, l'argent permettant
- La liaison Belle-Jean représente une relation sexuelle, physique. Elle est sans avenir car Jean est déjà marié, à moins d'être une femme entretenue.
- *Le Cri des nègres* mettait en relief les concerns de la classe de la population exploitée, dont Jean se faisait le champion.

- iii. **Thème : L'ascension sociale dans la société post esclavagiste**

La stratification sociale de la ville : « ... quitter le Bas du Bourg pour la Folie... », Le Carénage...

« En ces temps-la, s'attirer les faveurs d'un homme bien nanti était pour la majorité des femmes le seul moyen d'ascension sociale. Elles tentaient de le retenir, généralement, par «les sens et la bonne chère », et ainsi elles obtenaient une maison, un lopin de terre, puis faisaient des enfants qui, quoique bâtards, regardaient de haut la plèbe des démunis dont ils étaient issus. »

- iv. **Thème : Le thème du couple**

Jean et son épouse bien née

Jean et sa concubine, Belle

**[4 marks]**

- (d) Le narrateur suggère que Belle n'étant ni **belle** (comme le suggérait son surnom) ni **riche**, / a quand même réussi de ranimer la passion d'un homme d'envergure politique nanti. C'est contre toute attente. / **[2 marks each]** **[4 marks]**

**Total 16 marks**

Le marché du passeur

2 (a) **Any two**

- (À la différence de Charon,) Il traverse la frontière entre les deux mondes (celui des vivants et celui des esprits (des morts, des dieux)).
- Il aide les gens à passer entre les deux mondes.
- Il peut conduire quelqu'un au royaume des morts et en revenir avec lui.
- Il est celui qui ouvre le chemin (Legba) vers l'au-delà.

[4 marks]

- (b) Le thème du double est un des thèmes principaux du romain. Il est présent dans cet extrait dans des dimensions différentes mais plus souvent comme des entités opposées:

[2 marks]

**Plus Any two of the following**

- i. Le monde spirituel et le monde physique – représentée par le personnage de Lucrèce-Legba, le dieu qui ouvre le chemin entre les deux mondes ;
- ii. Le catholicisme et le vaudou – le syncrétisme de Tante Renée représente ceux et celles qui croient autant en le Christ qu'en les pouvoirs de Lucrèce-Legba;
- iii. Le prophète et le poète: Jean-Dany ;
- iv. L'artiste et l'écrivain-journaliste-reporter : Jean-Dante ; Jean-Dany
- v. La philosophie et la moralité : vérité-fantaisie (allusion à l'histoire de Lazare)
- vi. Les opinions et les faits

[2 marks]

- (c) Le narrateur est passionné par l'offre de Lucrèce de faire un tour au royaume des morts pour en rapporter des nouvelles. Il rêve de la grandeur car cette offre lui donne:  
«... la possibilité d'être **plus grand que Dostoïevski, aussi grand que Dante ou que l'apôtre Jean**, dit le bien-aimé, à qui **on** a fait voir, un jour, la fin du monde. Il me donne la possibilité d'être **plus grand qu'un écrivain. De devenir un prophète.** »/ Le style répétitif (« ruminatif ») de l'auteur laisse voir combien cette offre de séjourner chez les morts le passionnait. Ce rêve s'effectue par le biais de les comparaisons : **plus grand que, aussi grand que**, / et enfin de devenir prophète, c'est-à-dire un oracle des dieux.

Any Two

[4 marks]

- (d) La crédibilité du narrateur en tant que « reporter » est douteuse vis-à-vis l'histoire de Lazare car il enfreint le code de pratique de la profession en ces termes: **[2 marks]**

Any Two of the following for 1 mark each

- i. manque de recherche (Il aurait du relire l'histoire.) ;
- ii. l'écriture de son opinion au lieu des faits ;
- iii. manque d'objectivité ;
- iv. prise de position de témoin dans l'histoire de Lazare alors qu'il n'était pas là  
« Cela fait longtemps que je n'ai pas ouvert la Bible, mais si ma mémoire est bonne, je ne crois pas que cette résurrection fut un succès. Lazare sentait encore la mort et avait l'air d'une coquille vide. L'esprit ne l'habitait plus. Un zombi. »
- v. utilisation d'un exemple mal approprié (Lazare au lieu du Christ). D'après la littérature biblique (Apocalypse 1 :18) « Je (Christ) suis le premier et le dernier, et le vivant. J'étais mort; et voici, je suis vivant aux siècles des siècles. Je tiens les clefs de la mort et du séjour des morts. » **[2 marks]**

**Total 16 marks**

3.

Les mains sales

- (a) Cette phrase met en lumière le fait qu'Hugo n'était pas disposé à tuer la personne. La phrase implique que Hugo expérimente le regret/Il regrette son acte.  
Les résultats étaient inespérés.  
L'intention/la résolution d'Hugo n'était pas bien définie (très claire).  
Les conséquences étaient fortuites.  
(Any two for 2 marks each) **[4marks]**
- (b) L'hésitation dans les phrases et les pauses d'Hugo indiquent son incertitude/ l'introspection (Hugo est replié sur soi-même)/il a des pensées rétrospectives/il ne comprend pas complètement tout ce qui s'était passé/il se questionne/ il médite sur ses actions.  
(Any two for 2 marks each) **[4 marks]**
- (c) La personnification. (1 mark)  
La personnification de la chance aide à absoudre Hugo de ses actions/ elle donne l'idée de l'inévitabilité des résultats/accentue le dilemme de Hugo. (Any one for three marks)  
**[4 marks]**
- (d) Les vicissitudes de la vie/comment les actions de l'individu affectent les autres/ l'importance des convictions de l'individu/la lutte personnelle/les choix difficiles/ les décisions difficiles.  
(Any two for two marks each) **[4 marks]**

**Total 16 marks**

4.

Une saison au Congo

- (a) Mokutu est décidé (j'entends qu'elle n'empêche que j'accomplisse mon devoir)/fier (je ne permets à personne de mettre en doute mon honnêteté/ franc (à présent, nos voies divergent)/confiant (je donne l'ordre/ je les démet)/obstiné, têtu (Militaire je suis, militaire je resterai).

(Any two for two marks)

**[4 marks]**

- (b) (i) Les deux étaient une fois très proches ; ils avaient eu des activités/luttes communes. (2 marks)

(ii) L'amitié a changé d'une manière négative. (2 marks)

(iii) L'amitié est maintenant tendue parce que leurs voies divergent/ ils ont de différentes opinions.

(2 marks)

[Any two]

**[4 marks]**

- (c) Pour Lumumba « neutralisation » signifie la conquête des pays de l'Afrique/ un pays riche (avec des endroits qui sont riches en matières primaires (la Ceinture de Cuivre, les mines)) mais qui est subjugué/ l'asservissement des peuples (l'esclavage)/ l'exploitation des nègres/ la domination des nègres/ la violence (contre les nègres)/ l'oppression de la part de l'Etat. (Any two for 2 marks each)

**[4 marks]**

- (d) Cet extrait est plein de tension comme l'œuvre entier,/présente deux personnages importants liés aux thèmes / on voit plusieurs thèmes qui se retrouvent dans tout l'œuvre comme la trahison/ la différence d'opinion politique/ des problèmes qui existent en Afrique/ la poursuite du pouvoir/ le patriotisme/ l'amitié / la déception.

(Any two for two marks each)

**[4 marks]**

**Total 16 marks**

## SECTION B

5. Discuss the author's painting of "Mother" in any ONE of the texts you have studied.

### Pays sans chapeau

Mother is one of the outstanding themes in Laferrière's *Pays sans chapeau*. He paints several types of mothers, the most outstanding of which is the "single mother". By "single" we mean unmarried, divorced and the separated couple (due to exile, disappearance or death of the husband). This essay will briefly discuss the writer's mosaic painting of the Mother from a traditional and modern perspective.

#### I. The traditional paintings of the mother.

The narrator paints the Haitian mother in her social roles in a realistic manner.

##### a. Mother – the homemaker

Dany's Mother stands out here, mostly because he lives with her and gets treated like a child twenty years after he returns from exile in Canada.

##### Any one of the following

1. **She ('Mère nourricière') feeds him, sometimes like a mother would a child :** « ...il faut savoir que la nourriture est capitale dans ma famille. Nourrir quelqu'un, c'est une façon de lui dire qu'on l'aime. Pour ma mère, c'est presque l'unique mode de communication. » **OR** « Ton souper est là. » **OR** « Mange... sinon ça va refroidir... » **OR** « Veux-tu du sucre dans ton jus ? » **OR** She treats him like a prince: bath ready ; « Ma mère m'apporte un bol de soupe fumante. »
2. **The "servant mother ":** « Je trouve ma mère en train de repasser ma chemise » **OR** « Ma mère saute sur ses pieds. Elle court vers le réfrigérateur pour m'apporter un grand verre de jus de grenadine. »
3. **The religious and protective mother:** « J'aimerais que l'on fasse une petite prière avant que tu ne sorte. » **OR** « Je crois dans l'Éternel, dit-elle fièrement et en Marie la mère de Dieux »
4. **The eternal mother :** "On est **toujours** un enfant à côté de sa mère, surtout si elle ne t'a pas vu depuis vingt ans. **OR** « Je dors dans le lit de ma mère. Elle me fait une place. »
5. **The stoic private mother who hides her suffering in front of her child (as much as she could):** "Toujours ce sourire crispé. C'est là qu'elle cache sa souffrance. »



## b. The self-sacrificing mother

The mother who cares for her child/ children sacrifices herself for them, as demonstrated by the sketches or tableaux or anecdotes of the “Mandiante” **OR** the “Témoin de Jéhovah”.

### - La mandiante

Her family is devastated by the disappearance of her husband by the hands of the authorities.

- **Dissymmetry with Marie.** Unlike Marie, she’s homeless with her 17yr. old daughter, doing whatever it takes to protect and feed her daughter and give her an education.

« Monsieur, j’ai honte de vous dire ce que j’ai fait pour ramasser cet argent.

Comme vous pouvez le constatez, je ne suis plus très jeune. »

### - The Jehovah witness mother

She had to leave Champs-de-Mars to live in the hell of Martissant because of her husband’s death. She can’t afford to pay the taxi any more for her children to continue going to the prestigious College Saint-Martial. “Je ne peux pas faire un sacrifice de plus. Je n’ai plus de sang à donner. [...] S’il n’y avait pas les enfants, il y a longtemps que j’aurais mis fin à mes jours.”

## c. The mother-mistress or “child mother”

These are represented by the taxi driver’s “women” or the women with whom he has children but no longer an intimate relationship: Mimose **OR** Altagrâce.

### 1. Mimose

Unlike Altagrâce, Mimose seems to represent the mistress with whom things went sour but whose child (and her) have to be maintained. We see them mostly through Josaphat’s eyes who describes her in very negative terms. She is uneducated, violent, woman of low self esteem, jealous of the amount of money Altagrâce, her rival, gets for her two children:

“cette femme est une vraie tigresse... toujours en train de chercher la bagarre, de m’insulter, de m’attaquer, de me menacer, de vouloir m’aveugler, m’étriper, je vous dis: c’est une vraie tigresse. »

## 2. **Altagrâce**

Josaphat, apologetic to Dany, his Mom and the Jehovah Witness woman for having caused her to have two children with him out of wedlock, notes as he drops off money for the upkeep of his two children with her:

“C’est une femme du Cap. Quelqu’un de bien.”

## II. **Modern painting of the mother**

The modern face of the Mother is one that is generally proactive in different ways:

### i. **The negotiating mother**

#### **Either**

1. Dany’s mom and the taxi driver at the airport **OR** at the mattress shop

She strikes a hard bargain with the taxi driver to take them home to Morne Nelhio **OR** a good bargain with the mattress maker to have one made for the next day in the tableau ‘Le matelas’ **OR** with the money changers in the street (‘La Jungle’), where she displays great street wisdom in avoiding being robbed or killed for her money

#### **Or**

2. The “mandiante” trying to get Dany to take her daughter in his charge

### ii. **The industrious single mother or widowed mother working to bring up child/ children through good education with our without the help of the father**

#### **Either**

1. Altagrâce and her salon de coiffure where she earns a living to help upkeep her son

#### **Or**

2. The “mandiante” doing whatever she deemed necessary to survive and give her daughter an education or her trying to get Dany to take her daughter in his charge

« Monsieur, j’ai honte de vous dire ce que j’ai fait pour ramasser cet argent. Comme vous pouvez le constatez, je ne suis plus très jeune. »

**iii. The divorced working mother (who seems prepared to start a new relationship (with Dany))**

Lisa, one of Dany's adolescent admirers, and her 1 child – a modern reality.

She sketches her life in almost one breath to Dany the narrator: "Écoute, moi, ça a été différent, j'ai fait un mariage qui n'a pas marché, j'ai un fils, je suis divorcée, et **je travaille au muse d'art.** »

**iv. The liberal mother and housewife represented by the voodoo goddess Erzulie Fréda Dahomey « l'amour » ou Erzulie Dantor « la mort ».**

- « ...tentant de me séduire pour que j'aie piquer, avec l'arme de la jalousie, le cœur de son mari, Ogou Badagris ou Ogou Ferraille, l'intraitable dieu du feu et de la guerre. » (Dany)
- "Telle mère, telle fille. Deux salopes. » (Ogou's views of his wife)
- « Elle me lâche enfin le cou et se met à danser autour de moi. Elle n'est pas grande, mais pleine d'énergie, et surtout très sexy. Une maitresse femme, comme on dit ici. » (Dany)
- « Depuis que ce cher Ogou ne bande plus, je suis obligée de trouver mes partenaires chez les mortels, et il ne font pas le poids, naturellement. C'est que je peux baiser facilement tout un mois sans m'arrêter. » (Erzulie Fréda Dahomey )
- « ...les hommes font l'amour, mas les dieux baisent. »
- « ...à part Ogou, mon mari, aucun autre dieu ne peut suivre mon rythme. »
- « Quand je suis en rut, continue-t-elle, je peux consommer une quantité astronomique d'humains... Des hommes ou des femmes, je ne fais pas la différence. »

**v. The suffering Mother-mother country.**

Symmetry between the biological mother and the natural motherland

« ma mère, elle, ne quitta jamais son pays. Et si jamais elle le quitte, j'aurais l'impression qu'il n'y a plus de pays. J'identifie totalement ma mère avec le pays. Et elle est assise côté de moi dans ce taxi qui file maintenant vers Martissant. Le torse bombé sous la douleur : ma mère, mon pays.

**Conclusion**

Dany paints a dynamic double or binary image of the Mother in *Pays sans chapeau*. His mosaic representation captures the essence of the ancient and the modern traits in the mother, / as they grapple with the harsh existential realities of the 20<sup>th</sup> century American occupied Haiti. /In the end, the image of the "single mother" is a mosaic metaphor of a modern Haiti lacking the positive virility needed to successfully balance life; / and the Voodoo-Catholic pantheon, whose enticing or deceptive world mirrors Haiti's mad reality, is unable or not qualified to positively change the mother country's (Haiti's) suffering.

**Total 32 marks**



5. Discuss the author's painting of "Mother" in any ONE of the texts you have studied.

### Pays mêlé

Mother is one of the outstanding themes in Condé's *Pays mêlé*. She paints two general categories of mother: / the married and single, / as they grapple with modern issues of their times.

#### **I. Traditional images of "Mother"**

The traditional married mother is under the authority of her husband, / keeps house, and raises children. / Love may not be in the picture at all./ She may be a sexual object of the husband. The more modern mother is proactive and influences her husband's decision on family issues.

#### **The bourgeois married mother and homemaker**

- i. **The bourgeois housewife and mother – Either (a).** Mrs. Altagras Aubrun (bourgeois), in a loveless marriage with a young Black vet, becomes an adoptive mother / without having a say in the matter, because her husband accepted Dr. Blanfort's request to look after the abandoned child, Berthe Suréna.

##### **Either**

« A vingt ans, pour fuir l'enfer de son existence, Altagras épousa sans amour un nègre vétérinaire, Emmanuel, dit Mano Aubrun. Elle en eut trois enfants : deux fils, Antoine et Jean-François, une fille Dominique. »

##### **Or**

« Nous croyons plutôt que cette femme intelligente et fière [Altagras Aubrun] haïssait la sujétion du mariage, l'impossibilité pour son sexe de mener son destin, de commettre les erreurs ou d'accomplir les exploits qui jalonnent une existence valable. »

##### **Or The wife of the Libanais businessman**

She is unable to control her birthrate by abstinence for fear that the husband would look elsewhere for sexual fulfillment, /as the life of Belle and her sister Sandrine, exemplify following the death of the Lebanese's wife./

Sandrine, sœur de Belle, avait suivi à Kali... une famille de Libanais pour laquelle elle travaillait. En deux ans, les fièvres avaient eu raison de l'épouse et le mari était resté seul **avec une flopée d'enfants**. Il fit ce que tant d'autres hommes font en pareil

cas. Il se mit en ménage avec la servante et la dota d'un statut ambigu, fort envié cependant.

### **The working-class, married mother and homemaker**

#### **Either**

Unlike Altagras, who wishes her husband dead, Marthe-aux-yeux-noirs, childless wife of Marcius, influences her husband to take in her psychologically challenged friend Pourméra and her young daughter “accouchée par césarienne”: Berthe Suréna; she eventually plays the role of adoptive mother for Berthe (the first 10 yrs of her life) before migrating to Canete.

« Marthe-aux -yeux-noirs **persuada** son mari Marcius d'abriter la mère et l'enfant... dans son temps d'opulence [Pourméra] ne l'avait jamais oubliée. »

« ... jusqu'à cinq ans, Berthe fut une petite fille heureuse... Pour elle, sa maman était Marthe-aux-yeux-noirs, son papa, Marcius, ébéniste. »

#### **Or**

For a second time, Marthe-aux-yeux-noirs and her husband Marcius become Berthe's adoptive parents or grandparents one should say, when they take her and her son Antoine Aubrun's in.

« Un matin, avant la messe de l'aurore, elle fut chassé de la maison (des Aubruns] de la rue du Sable [...] Ils reprirent avec eux Berthe et le petit Antoine et tout ce monde émigra à Port-Mahault, jolie bourgade côtière. »

## II. Modern painting of mother

Condé's offers two perspectives of the modern mother in a dramatic fashion.

### i. The modern married Mother and homemaker

Contrary to Altagras, the biological grandmother Berthe's son - Antoine, Marthe-aux -yeux-noirs (adoptive mother and adoptive grandmother of Berthe) is symbolic of the modern ideal mother who would not put her daughter out or leave her homeless because she falls pregnant young and out of wedlock.

Marthes-aux-yeux-noirs does not add reproach to injury in Berthe's affair.

Her tableau bears out the theory that maternal instinct is not just a matter of blood; it is more an affair of love, conscience and responsibility to the innocent child.

Chooses to leave the child with the Aubruns so she could get a good education / and have the opportunity for a better life.

« Ils (Marthe and her husband) reprirent avec eux Berthe et le petit Antoine et tout ce monde émigra à Port-Mahault, jolie bourgade côtière. » p.109

### ii. The modern single Mother and homemaker

Berthe Suréna represents the single-parent-mother lineage of the modern mother of the young OLP socialist activist – Antoine Suréna (son of Antoine Aubrun) who was fighting for the independence of his homeland (Guadeloupe) from the “mother country” France.

Our first encounter with Berthe is tragic, since both mother and son lie dead at the hospital, all in one day.

Berthe symbolizes as well the modern, employed, educated mother /who unsuccessfully tries to protect her beloved son (her seed) from the dangers of political activism.

She came out of an abused relationship with Jean Larose.

She inherits the genes of her independent thinking grandmother, Belle: « Belle était une énigme. En ce temps où les femmes ne remettaient en question ni leur dépendance vis-à-vis de l'homme, ni leur sujétion vis-à-vis de leurs enfants, toute sa conduite choquait. »

“... [Berthe Suréna] avait grandi dans une famille bourgeoise, fréquenté dix ans le lycée et qui occupait un poste administratif. »

“Il (Antoine Suréna) fabrique avec amour des cocktails Molotov.”

### **Conclusion**

Whether single, married or geographic (homeland), the *Pays mêlé's* mosaic Mother sees a dramatic present whose future will be improved through education, recognition and collaboration. Building with the lessons from the dramatic past is crucial to modernize Mother's role without self-destructing with the likes of Antoine Aubrun or being assassinated for Christmas like “Ned” Réhat.

**Total 32 marks**



6. Comment on the theme of ‘return to homeland’.

Pays mêlé suivi de Nanna-ya

1. Condé explores this theme in her melodramatic short story: “Nanna-ya” through the lifestyle of Joyce Campbell, daughter of a “marin jamaïcain qui... s’était fixé en Angleterre à Folkestone, et avait épousé la serveuse d’un troquet...”
2. A trained unemployed secretary, Joyce encounters a client in a pub one day, which sets the stage for her “return” to Jamaica.
3. Two major elements stand out in the theme: the reason for her “return”, / the impact of her “return” to the independent or postcolonial Jamaican society).

**Reasons for her “return to homeland”**

- i. Joyce’s return comes at a pivotal time in her existence when three conjunctive forces interplay: youthful ambition, unemployment and opportunity.
- ii. “Médusée” at first by the condescending tones of the racial insult: “Ça va **Topsy!** Si **tu** n’est pas contente, **retourne chez toi...**”, she quickly reads “home” to mean her dad’s Jamaica – “paradis pour les tourists”.
- iii. This social rejection experienced in the “mother country” ushers in a moment of truth and unveils Joyce’s optimism...: « Elle releva **le défi**».
- iv. Starved of a paternal perspective of Jamaica (« son père (**n’en**) **parlait jamais... avec ses enfants.**”), she is hungry for adventure.
- v. Inventive heroine, she prepares for her Jamaican voyage by borrowing “100 livres à son frère aîné”.

### **Impact of her “return” to the independent or postcolonial Jamaican society.**

#### **Impact on her**

- i. Bored at first by the lack of modernity in the Georgian styled Port Antonio, the narrator accumulates the deficiencies Joyce sees: “**Pas de** pub...”; “**Pas de** discothèques... où écouter des airs des Beatles. **Un seul** cinéma ...”
- ii. She discovers that, unlike England, her colour had value and gave prestige and socio economic status in the tourist frequented Port Antonio. The extrinsic narrator notes:
 

La couleur de sa peau qui, paradoxalement, l’avait fait fuir Angleterre la placée d’emblée dans une classe supérieure [...] ses fonctions de bibliothécaire... lui donnait prestige d’intellectuelle... presque une notable.
- iii. She becomes more cunning in her ambition to succeed in her “Jamaican homeland”. Life is reduced to a game of chess and the narrator notes:
 

“Oui, si elle savait placer ses pions, le monde, ce monde lui appartiendrait. Un peu d’intelligence, un peu de dynamisme, beaucoup d’ambition, et le tour était joué. Cette société attendait celle qui saurait la conquérir... »
- iv. She becomes heartless in her exploitation of George Jr.: she steals his *Histoire de Tacky*, reworks it and throws him out of the picture all together.
 

“Elle était la laurate du prix Norman Manley... »

#### **Impact on others**

- i. As “bibliothécaire en chef” in Port Antio, she succeeds through personal effort in increasing the number of members users of the library among youths:
 

“Elle se passionna pour sa tâche. Elle comprit très vite qu’il fallait miser sur les enfants... Aussi alla voir les Sœurs, les directeurs, les directrices d’Institutions laïques et, en moins d’un an, elle tripla le chiffre des lecteurs de moins de quinze ans. »
- ii. Her job as “bibliothécaire en chef” allows her to meet and enter into an adulterous relationship with the wealthy, “mal dans sa peau” George Jr., who was conducting a 20 year long research to write

*L'histoire de Tacky*. She reworks his story, makes it hers and gain renown for herself and he town, by winning the Norman Manly Award.

- iii. Joyce's wit, beauty, liberal sexuality, eloquence... allow her to spin men around her fingers:  
 Regarding Richard Scott: "Or voila qu'il se laissait entrainer dans une aventurer qu'il ne souhaitait pas vraiment... »  
 Regarding George Jr. : « Un soir, elle l'entraîna au Bangarang... C'était une caverne brûlante où... des hommes et des femmes glorifiaient le sexe comme on ne doit glorifier que Dieu. »

### Conclusion

1. Joyce's "return to homeland", really her father's homeland and therefore hers, in the racist British eyes, starts off as a flight from British rejection shown to second generation Jamaican or West Indian immigrants.
2. However, she discovers other socio-economic New World truths just on the opposite side of the Atlantic: ambition, sex, craftiness, passion, eloquence, opportunism and complicity are crucial ingredients to "conquer" in the "liberal" postcolonial independent Jamaican society.
3. Joyce, George Jr.'s *nana*, steals the rank of heroine in *Nanna-Ya*, relegating him, the original author of *Histoire de Tacky*, to the painful rank of anti-hero.
4. Returning home gives her, a second generation *émigré*, a new life with Kingston on the horizon and Richard Scott (new victim?) under her charm.

**Total 32 marks**

6. Comment on the theme of ‘return to homeland’.

Pays sans chapeau

Laferrière explores this theme in his novel through the first person voice and “oral-written” account of the intrinsic narrator. This modern autobiographic work has the desired value of an eye witness’ account penned in a “primitive” journalistic style, (tone and mood).

**Driving factors of his return**

From the incipit, Dany notes that it’s an old dream to return to Haiti, after twenty years of political exile in Montréal, to:

1. Speak about Haiti in Haiti (“Je n’écris pas, je parle”), which is itself an attempt at some magical verbal illusion.

Il y a longtemps que j’attends ce moment: pouvoir me mettre a ma table de travail (une petite table bancale sous un manguier, au fond de la cour) pour parler d’Haiti tranquillement, longuement.

2. Feel the country: its sounds, its silence  
Je ressens ce pays physiquement. Jusqu’au talon. Je reconnais, ici, chaque son, chaque cri, chaque rire, chaque silence.

3. Feel at home, even though cornered between the Caribbean sea and the ancestral enemy: the Dominican Republic:

**Je suis chez moi**, pas trop loin de l’équateur... **Je suis chez moi** dans cette musique de mouches vertes travaillant au corps ce chien mort, juste à quelques mètres du manguier...

**Je suis chez moi avec cette racaille** qui s’entredévore comme des chiens enragés.

The leitmotiv « **Je suis chez moi** » becomes obsessive music (incantation) in the reader’s consciousness.

4. Be a true witness of Haiti’s realities

J’écris tout ce que je vois, tout ce que j’entends, tout ce que je sens

The alliteration (‘t’) miming the noise of his old work mate, the Remington, joining the cacophony of his homeland.

5. Feel and hear his mother tongue

« Je suis chez moi, c'est-à-dire dans ma langue. »  
 « On n'est chez soi que dans sa langue maternelle et dans son accent... »

### Impacting Discoveries

The narrator-reporter-journalist's return impacts him in many ways:

#### 1. Self discoveries:

- « Un vrai sismographe. »
- « Je m'active comme un fou alors que, autour de moi, tout va si lentement. »
- « Je ne veut pas de thé calmant. Je veux perdre la tête. »
- « J'écris: enfants, ballon, voitures. On dirait un peintre primitif. Voilà c'est ça, J'ai trouvé. Je suis un écrivain primitif. »
- His struggle with truthful or convincing reporting of certain religious information, e.g. his acceptance of the pact with the voodoo god Damballah to “Fabriquer une nouvelle image aux dieux du vaudou...” contradicting his declared role to tell the truth (“Je vais dire la vérité...”); the falsification of the biblical literary account of Lazarus' return from the world of the dead; his choice of the example of Lazarus' return from the dead over the literary more interesting biblical account of Christ's return from the world of the dead
- His preference for the voodoo Pantheon and its world over those of the Almighty God of Israel that he esteems more interesting

**Or**

2. A binary Haiti oscillating between “Pays reel” and “Pays rêvé”, establishing a binary rhythm and structure to the work, with a strong voodoo-Catholic back drop

**Or**

1. After 20 years of exile, things have not changed much in his homeland (“...tout va si lentement. », etc.

**Or**

2. The rumour of a zombie army in the north of the country that would strengthen his interest and research in the “pays rêvé”.

**Or**

3. « Pays sans chapeau » is a mirror of the Haitian world: “Ce que je viens de voir là-bas, professeur, n'a pas de nom... Je suis tombé sur une stupide histoire chicane de famille... Voilà tout »

**Or**

4. There is finally a neutralisation or syncretism of the two worlds: “Pays reel” and “Pays rêvé”.

“Ce n'était pas Lucrèce mais Legba. Legba, celui qui ouvre le chemin. C'est le premier dieu qu'on rencontre quand on pénètre dans l'autre monde »

« – Bonne besogne ! me dit le professeur (J.-B. Romain) en se levant.

Juste au moment où il franchi la barrière, je l'ai reconnu à la démarche plus ondulante puisque Damballah le magnifique est toujours représenté par une couleuvre dans l'imaginaire vaudouesque. »

**Or**

5. Voodoo god (Damballah, the serpent) challenges the importance given to Christ as opposed to Ogou

“En quoi l'histoire de Jésus mérite-t-elle plus d'attention que celle d'Ogou ?

**Or**

6. Voodoo gods want to regain their lost place in the Haitian pantheon and make a pact with him as their prophet:

Professeur J.-B Romain/Damballah : “Eh bien, notre réputation est au plus bas. Et nous demandons à tous les fils d'Haiti de faire un effort supplémentaire pour remettre à l'honneur nos racines et nos dieux... »

Dany/ Narrateur : « Vous me demandez beaucoup... Fabriquez une nouvelle image aux dieux du vaudou... » « Alors, je vais me mettre au travail. »

### **Conclusion**

1. The narrator's return to Haiti, although greatly desired after twenty years of exile, turns out to be a mixed experience for him.
2. Yet, it's the fulfilment of a dream to write about Haiti in Haiti rather than Haiti from abroad as some of his predecessors have done.
3. He unveils his difficulty, perhaps despite himself, with representing “truths” in *Pays sans chapeau* as the different creative masks intermingle or are successively replaced (the author, the poet, the reporter, the narrator, the prophet/false prophet...)
4. In the end the “un écrivain primitif” of “myths” triumphs over the reporter of “facts” in the creation of a literary work of art.

**Total 32 marks**

7. “Full of schemes and the unexpected.” Discuss this view of political life in the text that you have studied.

### Une saison au Congo

Within the work, the struggle by the Congo for independence from Belgian colonial rule did not happen easily. Opinions differ about self-determination for Congo resulting in a variety of plans of the parties involved who seek their own interests.

Lumumba as first Prime Minister encounters several schemes which are geared at destabilizing the country. Some schemes/plots are against Lumumba himself.

- There are schemes by the Belgians to undermine the efforts at independence.
- Tzumbi and M’siri are involved in several schemes.
- Schemes exist by Kala and Mokutu to get rid of Lumumba as Prime Minister.
- Cordelier from the U.N has several plans which work against Lumumba and Congo.

The unexpected

- Katanga secession and declaration of independence are unexpected events.
- M’siri and Tzumbi prevent the Prime Minister Lumumba from landing in Elisabethville. This turn of events is quite unexpected for Lumumba.
- Lumumba is betrayed by his friends. This was certainly unexpected by Lumumba.
- Lumumba is assassinated.

It can be concluded that political life is indeed full of schemes and unexpected events.

**Total 32 marks**

7. “Full of schemes and the unexpected.” Discuss this view of political life in the text that you have studied.

Les mains sales

The play is set in wartime with two underground resistance movements so schemes/plots can be expected in such a situation.

- There is a plan formed by Louis and Olga to kill Hoederer, with whose decisions they do not agree.
- There is an attempt kill Hoederer even though Hugo has been given the assignment of assassinating Hoederer.
- Plans are made to remove Raskolnikoff. An attempt is made to kill Hugo while he is in prison.
- Hugo did not expect the attempt to kill Hoederer when he was in the room. He was unaware of the other plans.

The unexpected.

- Louis' and Olga's change of position about Hoederer's stand for the party.
- Hugo who was so eager to prove himself is now taking no pride in the killing of Hoederer.
- Hugo does not accept efforts to salvage his relationship with the party.
- Hugo wishes to give Hoederer a death he deserves - death for the ideas he held.

There were several schemes and there were also unexpected actions by individuals and unexpected outcomes in some situations.

**Total 32 marks**



8. “Some leaders do not have the qualities necessary for their position.” Comment on this point of view with reference to the text you have studied.

### Une saison au Congo

The post of leader is one which carries many responsibilities and certain qualities in the individual will.

Lumumba

- Lumumba is the president of the M.N.C. who becomes the first Prime Minister of Congo.
- Lumumba is an eloquent speaker. He can negotiate well and rally his country-men.
- Decisiveness characterizes Lumumba. He does not hesitate to act in any situation.
- His zeal/tirelessness is seen as he works to thwart plans to destabilize the country.
- Lumumba is unyielding in his commitment to the Congo.
- Lumumba was loyal to his country and to his friends.

Kala- President of Congo

- He is selfish. He thought about how he was viewed.
- Kala is deceitful. He enters into a plot to remove Lumumba.
- Kala relishes power. He has authority as President.

Mokutu - Head of the Army.

- Mokutu is treacherous.
- Mokutu is strong willed. He is not dissuaded from his actions.
- Mokutu relishes the power he has with the army at his command.

Lumumba was dedicated to the country, a quality relevant in the political situation. Kala and Mokutu are corrupt.

**Total 32 marks**

8. “Some leaders do not have the qualities necessary for their position.” Comment on this point of view with reference to the text you have studied.

Les mains sales

Leaders have an important role as their actions affect the lives of people associated with them and the qualities they possess affect how effective they are in carrying out their responsibilities.

Hoederer

- Hoederer cares about others. His policies are geared towards helping people.
- As the leader, Hoederer exercised his authority well.
- Hoederer respected people. He did not want to humiliate Hugo.
- Hoederer was selfless/generous. When dying he still sought to protect Hugo and party unity.
- Hoederer is practical/pragmatic. He admits that his hands are dirty and that assassinations are sometimes expedient.

Louis

- He is domineering/dictatorial.
- He lacks ideas. He has no alternative policy to Hoederer's.

Hoederer was authentic and demonstrated qualities which recommended him for the position he held.

Louis was less dynamic.

**Total 32 marks**

**SECTION B**





**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

**MAY/JUNE 2004**

**FRENCH**

## **FRENCH**

### **CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

**MAY/JUNE 2004**

#### **GENERAL COMMENTS**

Eighty-three candidates registered for the French Unit 1 examination and forty-three for the Unit 2 examination. In Unit 1, 71 per cent of the candidates achieved Grades I – V, while in Unit 2, all of the candidates achieved Grades I – V.

#### **DETAILED COMMENTS**

##### **UNIT 1**

##### **Paper 01 – Listening Comprehension**

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. The selections were in French but the questions and responses were in English. The selections covered topics from the syllabus and subjects with which one would reasonably expect young people to be familiar – the sharing of household chores, rap music and its culture, the movie world. However, performance generally ranged from unsatisfactory to fair. Although listening is not an easy skill, it is clear that candidates need more practice listening to French from a variety of sources- taped material, films, the Internet... It is also important for candidates to read the questions carefully in order to know what to listen for. Candidates should be encouraged to read widely so as to expand their vocabulary.

##### **Section A - Short Selections**

###### Selection 1

This selection, on men's willingness to assist in household chores, proved difficult for candidates. Many of them made up answers or completely twisted the meaning rather than base their answers on what was stated in the selection. Only seventeen per cent of candidates scored between six and the maximum ten marks.

## Selection 2

This selection, on the development of 'hip-hop', proved to be a less challenging selection. Most candidates could identify the relatively recent phenomenon without attempting a literal translation. Thirty-seven per cent of candidates were able to score between six and ten marks.

## Selection 3

This selection, which dealt with environmental policies developed by the French government, was fairly well done by candidates. Forty-eight per cent of candidates achieved between four and the maximum eight marks on this selection.

## Selection 4

This selection looked at the relationship between nature and development and was also satisfactorily handled by candidates. Forty-three per cent of candidates achieved between four and the maximum eight marks on the selection. However, candidates seemed to have had difficulty with the expression " des biens et des services", as used in the selection.

## Selection 5

This selection was about the role of satellites in the development of agricultural resources. Candidates were able to identify the four correct statements (out of seven) made on the selection. This was the best performance of the candidates on this section.

## **Section B - Extended Interview**

This section required responses to questions based on an interview. The interview dealt with the views of a judge of the Cannes Film Festival on the film industry. It was a fairly straight-forward interview in French, appropriate and not beyond the expected ability of the well prepared candidate at this level.

Performance was less than satisfactory, with twenty-six per cent of candidates scoring between eleven and the maximum twenty marks on this section. In spite of the simple vocabulary of the interview,

marks were often lost by candidates at the lower end of the performance scale through carelessness.

## **PAPER 02 - Reading and Writing**

### **Section A - Reading Comprehension**

Section A consisted of two continuous passages. Passage 1 required candidates to respond in English to five questions in English based on the passage, and to find in the text synonyms for words given. Passage 2 required candidates to answer in their own words, in French, five questions set in French.

#### Passage 1

Candidates performed quite well on the questions on this passage. Seventy per cent of candidates scored at least eleven of the twenty marks. This is the kind of performance one would expect from candidates at this level on a reading test with answers in English. However, the weaker candidates were unable to find synonyms or show understanding of basic vocabulary.

#### Passage 2

There was a satisfactory performance on this passage. Fifty-three per cent of candidates scored at least ten out of the twenty marks on this passage. The vocabulary should have been familiar if the topic of the environment had been covered. Much of the vocabulary consisted of cognates. Many candidates were unable to express themselves easily in French - "...a-t-il fait référence..." was used instead of "Il a fait référence". Many candidates did not attempt to use their own words.

### **Section B - Essay**

Candidates were required to write an essay of 250 - 300 words in French on one of the five given topics. The most popular choice was essay # 3, "L'éradication de la pauvreté est un défi inévitable pour nous dans cette région...". The least popular essay was essay # 7, "Discutez les problèmes socio-économiques qui sont liés à la vieillesse". However, it was the best answered .



Most candidates respected the word limit, although there were those essays that were either too short or too long. On the whole, questions were interpreted correctly. The response of candidates suggested that they found the topics interesting. There were many well-organized essays with well presented arguments supported by examples, and which included ideas and opinions.

However, there were also the many fundamental errors, not expected at this level. Some of the errors included:

Anglicisms – embedded; bankruptcy

The omission of articles – *Pauvreté est un problème*

Agreement of adjectives – *Cette fléaux; les pays froid; aide médicaux*

Object pronouns – *N'acceptent eux; les étaient*

Relative pronouns – uncertainty with respect to *qui/ que*

## **PAPER 03 – Literary Extracts and Themes**

### **Section A – Literary Extracts**

This paper was divided into two sections. Section A asked the candidates to choose one of two extracts and comment, in French, on character, plot, setting, and simple literary techniques. Performance in Section A was generally less than satisfactory.

#### Passage 1 – Comme le bon pain

This passage was not well handled by candidates. They seemed to have difficulty understanding the passage. This difficulty was translated into their misinterpreting the questions that were asked. Only twenty-seven per cent of candidates scored at least twelve marks, out of a maximum of twenty-four, on Passage 1. It was evident in candidates' responses that they lacked even the elementary skills of literary analysis.

#### Passage 2 – Les arbres en parlent

Candidates' response to this passage was much better than their response to passage 1, with fifty-two per cent of candidates earning

at least twelve marks out of twenty-four marks. Teachers are advised to use the specimen papers as a guide in the teaching of literary analysis. Candidates should also be taught to use the marks allocated as a guide to the amount of information needed in a response.

## **Section B - Themes**

This section required candidates to explore one of three themes listed in the syllabus, making detailed reference to one literature text while providing support from other sources. The performance on this section showed an improvement over that on Section A. The more popular essays, # 3 - # 6, were all satisfactorily done with most candidates scoring at least fifty per cent of the maximum marks. The least popular essays, # 7 and # 8, on the theme “La Jeunesse”, were poorly done by candidates. Candidates who attempted this theme made little or no reference to the texts L’Odeur du café and Une enfance créole II.

In general, candidates showed some evidence of having been prepared for the topics they chose. However, few candidates provided evidence of analysis and critical thought. Those candidates that did so, compromised their ability to score high marks by not making adequate references to additional material.

Candidates still made too many fundamental errors, similar to those made on Paper 02.

## **PAPER 04 - Internal Assessment**

### Oral Assessment

This paper required candidates to make an oral presentation on a topic of their choice and engage with the examiner on this topic, as well as on abstract and/or current issues.

The majority of candidates were well prepared for their presentations. Most candidates prepared topics dealing with issues in Haiti. Those who knew their topic well were able to generate appropriate responses. However, they needed to pay more attention to

pronunciation. Many candidates faltered on the topic conversation and general conversation.

Teachers are advised to encourage candidates to expand and vary their vocabulary, and use idiomatic expressions.

### Written Assignment

The most popular topic chosen was “Le déboisement en Haiti” which was relevant and generally well researched. Many presentations were very good although some of the candidates did research in their own country and compared findings with other countries. It is suggested that research should be on a Francophone country. There were still too many careless mistakes. Candidates must be urged to plan and execute this assignment carefully and in good time. Teachers must provide the guidance and counselling necessary, while still ensuring that the project is the candidate’s work.

## **UNIT 2**

### **Paper 01 – Listening Comprehension**

#### **Section A - Short Selections**

This paper required candidates to respond to a series of questions based on five short selections and one extended interview. The selections were in French but the questions and responses were in English. The selections covered topics from the syllabus and subjects with which one would reasonably expect young people to be familiar – women in politics, the importance of education in Africa, the Internet, transmissible diseases, cell phones...Although candidate performance was generally good on this paper, there is need for candidates to get more practice in listening to French from a variety of sources- taped material, films, the Internet... It is also important for candidates to read the questions carefully in order to know what to listen for. Candidates should be encouraged to read widely so as to expand their vocabulary.

#### Selection 1

This selection, on women’s involvement in the French political

sphere, was competently handled by candidates. Sixty-six per cent of the candidates scored between six and the maximum ten marks.

### Selection 2

This selection was also out of a maximum of ten marks and looked at the role that the teacher must play in the education process in Africa. It was not as well done by candidates. Fifty-five per cent of candidates scored at least six marks on this selection.

### Selection 3

This selection, which dealt with persuasive qualities of the Internet, was fairly well done by candidates. Fifty-seven per cent of candidates achieved between five and the maximum eight marks on this selection.

### Selection 4

This selection looked at the struggle against transmissible diseases in the Pacific region. Candidates had few problems understanding the selection and questions based on it. Sixty-eight per cent of candidates achieved between five and the maximum eight marks on the selection.

### Selection 5

This selection was about the rapid development of cell phones and related technology. Candidates were able to identify the four correct statements made on the selection. This was the best performance of the candidates on this section.

## **Section B - Extended Interview**

This section required responses to questions based on an interview. The interview was with the Prime Minister of Guinea and was based on matters of an economic nature. It was a fairly straight-forward interview in French, appropriate and not beyond the expected ability of the well prepared candidate at this level.

Performance was less than satisfactory, with thirty-seven per cent of candidates scoring between eleven and the maximum twenty marks

on this section. In spite of the straight-forward vocabulary of the interview, candidates still found the interview to be quite challenging.

## **PAPER 02 - Reading and Writing**

### **Section A - Reading Comprehension**

Section A consisted of two continuous passages. Passage 1 required candidates to respond in English to five questions in English, and to find in the text synonyms for words given. Passage 2 required candidates to answer in their own words, in French, five questions set in French.

#### Passage 1

Candidates performed quite well on the questions on this passage. Seventy-eight per cent of candidates scored at least eleven of the twenty marks. This is the kind of performance one would expect from candidates at this level on a reading test with answers in English.

#### Passage 2

There was an excellent performance on this passage. Ninety per cent of candidates scored at least ten marks out of the twenty on this passage. Candidates were familiar with the vocabulary used in the passage and most of them were able to express themselves easily in French using their own words. Nevertheless, the weaker candidates experienced problems in doing so and quoted extensively from the passage.

### **Section B - Essay**

Candidates were required to write an essay of 250 - 300 words in French on one of the five given topics. The most popular choice (done by thirty-five of the forty-four candidates) was essay # 3, "Le secteur touristique offre un potentiel considérable de croissance économique pour les pays Caraïbes". No candidate attempted essay # 7. The remaining nine candidates wrote on essays # 4 - # 6.

Most candidates respected the word limit, and questions were interpreted correctly. The response of candidates to essay # 3 may be due to the fact that tourism is an area with which they can identify. Essays were generally well-organized, with logical arguments supported by examples.

Candidates spoke of the ways in which tourism would stimulate investments and how it provided jobs. They also mentioned the negative side of tourism, and the need to monitor the environment to ensure tourists do no harm.

However, there were also the many fundamental errors that spoil the overall presentation. Some of the errors included:

Basic agreements – subject/verb; noun/adjective

Anglicisms – *provider/to provide; attracter/to attract*

Spanish words being used in place of French words - *gastar*

Apparent unawareness of the use of the subjunctive...

### **PAPER 03 –Texts and Themes**

#### **Section A – Literary Extracts**

This paper was divided into two sections. Section A required the candidates to choose one of three excerpts and comment, in French, on various questions. On the whole, candidates demonstrated a sound knowledge of the texts and responded reasonably well to the questions. However, there were those candidates who showed a lack of knowledge of the texts and great weakness in the language itself. They appeared to have created English sentences and then literally replaced English words with French words ( actual or invented) on an almost one-to-one basis.

While all three excerpts were attempted, the most popular among candidates proved to be *L'Étranger*. However, performance on this excerpt was not as good as on *L' enfant noir* and *Gouverneurs de la Rosé* .

#### **Section B – Themes**

This section required candidates to explore one of three themes listed

in the syllabus, making detailed reference to one literature text while providing support from other sources. The most popular theme was “Les conflits politiques et sociaux” on which fifty per cent of the candidates responded. Response to the essays was generally good. Many candidates were able to compare works for the purpose of supporting their points. However, again there were the problems of grammar and vocabulary negatively impacting on performance. There is a definite need for candidates to familiarize themselves with literary vocabulary and also, idiomatic terminology.

## **PAPER 04 - Internal Assessment**

### Oral Assessment

This paper required candidates to make an oral presentation on a topic of their choice and engage with the examiner on this topic, as well as on abstract and / or current issues.

The majority of candidates were well prepared for their presentations. Again, some attention needed to be paid to pronunciation. Teachers are advised to encourage candidates to expand and vary their vocabulary, and use idiomatic expressions.

### Written Assignment

Popular topics included “Le sida”, “Le téléphone mobile”, “Les ordinateurs”, which were relevant and generally well researched. Many presentations were very good. It is suggested that research should be on a Francophone country. There were still too many careless mistakes. Candidates must be urged to plan and execute this assignment carefully and in good time. Teachers must provide the guidance and counselling necessary, while still ensuring that the project is the candidate’s work.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2005**

**FRENCH**

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## FRENCH

## CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2005

## DETAILED COMMENTS

## UNIT 1

**Paper 01 – Listening Comprehension**

The paper required candidates to respond to questions based on five short selections and an extended interview. The subject matter for the selections came from each module of the Unit, as set out in the syllabus: education, equality of chances (Module 1), the media (Module 2) and deforestation, global warming and the destruction of mangrove swamps (Module 3). The performance on this paper was satisfactory. Based on this performance, it is recommended that candidates practise listening activities early using a variety of sources – films, taped material conversation; that candidates learn vocabulary related to the topics, for example, *“l’effet de serre”, “l’égalité des chances”* and *“les téléspectateurs”*; practise numbers and expressions related to figures, for example, *“un sur deux”, “un tiers”, “65,000 hectares”*; read the questions carefully the better to anticipate where the relevant information will be given in the selections. For example, in Selection 4 “Phenomenon provoked by vast clouds of dust” but on the tape you hear “... *et les vastes nuages de poussière déagés provoquent un effet de refroidissement”*.

**Section A – Short Selections**Selection 1

The performance on this selection dealing with educational opportunity was generally good. Part (e) which asked about the expectations for children who did not go to school, presented some difficulty for candidates. However, most of them were able to respond that the ones who did not go to school stayed in the village and helped their parents. Fifty-nine per cent of the candidates scored between six marks and the maximum ten marks.

Selection 2

This selection proved to be challenging to candidates. Sections (c) and (e) were the least well done. The selection dealt with the number of women elected to councils. Some key words included close cognates. *“La proportion de femmes ... a doublé”,*

*“former ... un tiers des assemblées élues”, “un mouvement ... concernant la parité sur les listes électorales”*.

### Selection 3

The majority of candidates performed very well on this selection. The topic dealt with deforestation in Cameroon and its effects on people living in the forests. Eighty-four per cent of the candidates scored between four marks and the maximum six marks.

### Selection 4

This selection dealt with global warming and measures to deal with it. Part (a) and Part (b) were well done but very few candidates were able to answer Part (c) correctly, (because the word “*écran*” was perhaps unfamiliar) nor were they able to respond to Part (b).

### Selection 5

This selection was generally well done. It dealt with mangrove swamps and the results of destroying them. The figure “65 000 hectares” proved to be challenging for some candidates and many did not understand “hectares”.

## **Section B – Extended Interviews**

The extended interview dealt with the attitudes of Canadians towards television and the effect that television has had on their lives. The performance was disappointing. Several candidates gave answers which were not based on the selection. Again, it was clear that the questions were misinterpreted. In response to (h) “How did Canadians spend their leisure time before television?” several candidates wrote “They spent time with their family,” or “They were more polite”, responses which were not part of the interview. Some answers showed that candidates had heard and understood. However, the answers were sometimes put in the wrong place, that is, what was acceptable as correct responses for some questions appeared in the space provided for other questions.

## **Paper 02 – Reading and Writing**

### **Section A - Reading Comprehension.**

Section A consisted of two passages. The first passage required candidates to respond in English to six questions in English as well as to find synonyms for words given. The second passage required answers in French to six questions in French.

#### Passage 1

The performance was good on the whole, and candidates attempted most questions. Seventy per cent of candidates scored at least 11 of the 20 marks. Some candidates were unable to extract the relevant information, and so gave rather lengthy and sometimes vague answers. There were several cases of very literal translations that made no sense within the given context. On the other hand, in some questions

candidates lost marks for omitting parts of the answer. The synonyms were generally well handled.

### Passage 2

The performance was quite good although candidates encountered problems of inaccuracy especially with syntax and spelling. Many candidates opted to use the words of the original passage rather than their own words. Sections a-b were quite straightforward. Candidates were able to identify the arguments on both sides, but in misinterpreting “*abattage*” they mislabeled the arguments for and against slaughtering.

It is recommended that candidates be encouraged to improve their vocabulary. Candidates also need practice in paraphrasing, a skill useful for this paper.

### **Section B - Essay**

Candidates were required to write an essay in French of 250-300 words on one of five topics, listed in the paper as Questions 3 to 7. Question 4 which required a discussion on the influence of United States television on regional identity was the most popular choice. Many candidates discussed the areas in which American programmes had influenced people in the region. The more thoughtful essays also presented arguments to balance the view that the region had lost its identity. Question 5 which required arguments as to whether or not the poor deserved to be poor and question three, which dealt with the issue of racism were also popular. Several candidates attempted Question 5 and some showed a clear indication of their understanding of the question. A few, however, were sidetracked and discussed poverty in itself rather than focusing on the topic. With respect to Question 3, many candidates were able to talk about racism but seemed incapable of linking it to the ideas of fear and ignorance. There seems to be a need for candidates to be given more practice in writing essays which require them to establish or refute the existence of links between main and contributory themes. Candidates who attempted Question 6, which dealt with the pros and cons of the death penalty as punishment for child molesters to some extent failed to give their work balance. They simply chose a position and did not include alternatives. Question 7, which dealt with beauty contests, was the least popular.

There were many pleasing scripts with accurate language, idiomatic expressions and clear presentation of ideas. On the other hand, there were also too many examples of careless, ungrammatical French. Many candidates translated ideas word for word from English. For example, “*encourage on a vivre*”, “*le gouvernement de France doit apprendre les gens aimer*”. There was some influence from Spanish, for example, “*muerte, aunque, inefficaz*”. The expressions “*parce que / à cause de*” were misused. The use of the passive proved to be difficult. “*Ils doivent condamner à mort*” but also “*les personnes sont donné des emploi médiocre*”. Prepositions were often omitted and pronouns misused. There were also problems with gender and incorrect use of the auxiliary verbs “*être*” and “*avoir*”. These are areas in which candidates need to be more careful if they are to produce essays of exceptional

quality.

## **Paper 03 – Literary Extracts and Themes**

### **Section A – Literary Extracts**

This paper was divided into two sections. Section A consisted of the literary extracts. Candidates were required to choose one of two extracts and to answer questions based on it, in French. Candidates were expected to show understanding of the content and structure of the passage they had chosen. Performance in Section A was satisfactory.

#### Passage 1 - *Une montée difficile*

This passage was not well handled by candidates. Thirty-three per cent of candidates obtained at least 12 marks out of a maximum of 24. Candidates did not provide enough information in their responses. It is suggested that candidates pay attention to the number of marks allocated to questions. This would help to give them some idea as to the amount of information that is required. It was evident from their responses that candidates needed to acquire greater skill in close readings of texts.

#### Passage 2 - *Un document important*

Candidates' response to this passage was much better than to Passage 1. Approximately 68 per cent of them obtained at least 12 marks out of a maximum of 24 marks. Some of the candidates had difficulty understanding the passage. Because war imagery was used, some candidates concluded that the narrator was leaving a war-torn country to go to America or felt that she was still in a country which was in the midst of war. Again it must be stated that exercises in close readings of texts might help candidates to avoid such serious misunderstandings. Candidates need to acquire the ability to respond to open-ended questions in a way which is logical, cohesive and closely linked to information provided in the passage. Their opinions ought not to be baseless but must focus on those elements which highlight mood, themes, characterization and other literary aspects.

### **Section B - Themes**

This section required candidates to explore one of three themes - (i) La Condition Féminine (ii) L'Individu et La Société or (iii) - La Jeunesse, making detailed reference to one literature text while providing support from other sources. The performance of candidates in this section of the paper was on the whole quite satisfactory. Fifty-nine per cent of the candidates obtained at least 27 marks out of a maximum of 48 marks. The most popular option in terms of questions was #6 (<< "Le caractère du personnage principal est anormal" >>. Discutez). No candidate attempted question #8, ("Aux yeux de l'enfant, l'adulte est presque divin. >> Discutez ce point de vue.")

In general, candidates were prepared in that they were, in most cases, able to discuss the main text and to attempt points of comparison with other material. However, there was clearly a need in some cases to make tighter links with regard to secondary material being used to reinforce thematic points.

Other important points need to be underscored so that candidates' performance in this section of the paper may become more acceptable. Candidates need to pay more attention to the wording of questions so as to ensure that they answer questions fully. This was evident especially in an analysis of responses to question four. (<<Le mal et le bien sont symbolisés par l'homme et la femme. >> Discutez). Most of the responses to this question focused on the women. As a result several marks were lost because of the incompleteness of answers.

Failure to produce introductions and conclusions to essays also resulted in the loss of marks since it was sometimes unclear as to the candidates' understanding or interpretation of questions. Also, while the use of quotations was appreciated when they helped to strengthen arguments, the excessive use of these served to detract from the quality of the essay and seemed to suggest that the use was an attempt to hide the candidates' limited analytical skills.

In some cases, also, candidates lost marks because they simply paraphrased texts rather than attempting to analyse. However, there were a few essays which were well written and well structured and which, therefore, earned high marks.

## UNIT 2

### Paper 01 – Listening Comprehension

This paper required candidates to respond to questions based on five short selections and an extended commentary. The subject matter for the selections came from each module of the Unit as set out in the syllabus. Selections 1 and 2 were based on Food and External Relations (Module 1), while the Effects of AIDS on Education, Internet and Space (Module 3) were tested in Selections 3-5. The commentary was based on agriculture (Module 2).

#### **Section A – Short Selections**

##### Selection 1

The performance on this selection on festivals celebrated in Guadeloupe was satisfactory. Forty-five per cent of candidates scored between six and the maximum ten marks.

##### Selection 2

The performance on this selection was also satisfactory. This selection, on French military involvement in different countries, saw 40 per cent of candidates scoring

between six marks and the maximum 10 marks.

### Selection 3

Forty per cent of candidates scored between four and maximum six marks on this selection on illiteracy. Candidates had difficulty identifying the number of children and adults who were illiterate, as well as where the majority of illiterate children would be found.

### Selection 4

This was the second best answered selection in this section. Sixty-six per cent of candidates scored between five marks and the maximum eight on this selection dealing with the Internet. Candidates' weakest area related to the cost of internet services. Some quoted a figure for the cost of the internet services whereas others simply quoted the word used in the passage '*gratuites*'.

### Selection 5

This was the best answered selection. Ninety-one per cent of the candidates scored at least four of the maximum six marks available for this selection on space exploration.

## **Section B - Commentary**

This selection required responses to questions based on a commentary on industrial development in Guadeloupe. Although the commentary seemed to have posed some problems for some of the candidates, performance was still quite satisfactory with 50 per cent of candidates scoring between 11 marks and the maximum 20 marks for this section.

It is obvious that there is a need to develop listening skills by having more listening comprehension activities both within and outside the classroom. There is need too for more vocabulary exercises which will certainly contribute to greater facility in understanding when listening to the tapes.

## **Paper 02 – Reading and Writing**

### **Section A - Reading Comprehension**

Section A consisted of two passages. Passage 1 required candidates to respond in English to six questions in English and to find in the text synonyms for words given. Passage 2 required candidates to answer, in their own words, in French, five questions set in French.

#### Passage 1

The candidates performed quite well on the questions on this passage. Eighty-three per cent of the candidates obtained a minimum of 11 marks out of a maximum of 20

marks. The overall performance was, therefore, commendable.

### Passage 2

The overall performance of candidates on this question was also very good. Seventy-nine per cent of the candidates again obtained a minimum of 11 marks out of a maximum 20 marks. However, it must be noted that some candidates found it difficult to respond to the questions in their own words. Sometimes the quality of French was not as idiomatic as it could have been. Clearly within this context, there is need for exercises in paraphrasing. Vocabulary exercises designed to help candidates to become more aware of synonyms would also be useful.

### **Section B - Essays**

Candidates were required to write an essay of 250-300 words in French on one of the five given topics. The most popular choice done by 23 out of 58 candidates was essay number 5, "*L'agriculture n'a plus d'importance économique. Êtes-vous d'accord?*". No candidate attempted essay number 7, "*Patronat et ouvriers doivent coopérer dans l'intérêt de l'un et l'autre*". The remaining candidates wrote on essays number 3, 4 and 6.

Candidates, it was felt, did not give full answers to questions which were attempted. Although it was obvious that they had a great deal of information they did not always know how to put it together to produce a quality essay. More practice in composition appears to be necessary. Candidates also had problems with grammar. Subject and verb agreement, subject and adjective agreement, the use of anglicisms, correct formation of some tenses, for example, the conditional tense are all areas that need attention.

It would seem that essay number 5 was perhaps the most popular because many of the candidates could clearly identify reasons why agriculture was so important to the economy of the region. Some of the reasons given to support the economic importance of agriculture included the following: it provided jobs, foreign exchange and supported the tourist industry.

## **Paper 03 – Texts and Themes**

### **Section A - Literary Extracts**

This paper was divided into two sections. Section A required the candidates to choose one of three excerpts and comment, in French on various questions. Excerpts were taken from *L'enfant noir*, *L'étranger*, and *Gouverneurs de la rosée*. The most popular option was the passage taken from *L'étranger*. However, all excerpts were attempted. In some cases candidates did not read questions carefully and, therefore, lost marks for incomplete answers. Candidates also needed to be more concise with their responses. Some of these were quite lengthy and in instances most of what was said was not relevant to the question.

## Section B - Themes

This section required candidates to explore one of three themes listed in the syllabus, while making reference to one literature text and providing support from other material. The three themes were “*L’Émergence de l’Identité Caraïbe*”, “*La Vie Rurale*” and “*Les Conflits Politiques et Sociaux*”. The most popular theme was “*Les Conflits Politiques et Sociaux*”, and the question which most candidates opted to do was number 9: <<*Commentez l’impact de l’idéologie politique sur la conduite humaine*>>. From their responses, it appeared that some of the candidates who attempted this question were unclear in their own minds as to what was meant by “political ideology”. As a result, they struggled to produce a piece of work that would be considered acceptable.

Candidates need to provide more balance when writing essays. They need to pay closer attention to the wording of questions so as to ensure that their responses are complete. There must also be balance between analyses of the chosen text and comparisons with additional material. In some cases, candidates placed more

emphasis on additional material and spent very little time discussing the main text. As always, there is a need for candidates to pay greater attention to grammar, for example, subject and verb agreement, adjective and noun agreement.

## Paper 04 – Internal Assessment for Units 1 and 2

### Oral Assessment

This paper required candidates to make an oral presentation on a topic of their choice and engage with the examiner on this topic, as well as on abstract and/or current topics. A good range of topics was dealt with and the better candidates seemed genuinely to enjoy their chosen topic. On the whole, candidates were well prepared for their presentations and were able to respond to stimuli presented by the examiner. In many cases the performance fell off in the topic conversation and general conversation but a satisfactory standard was still generally reached. Greater attention still needs to be paid to pronunciation and intonation. Opportunities must be provided for students to increase their vocabulary and idiomatic expressions.

### Written Assessment

There was good variation in the topics selected. Much emphasis was placed on adhering to the format and length stipulated that many presentations were truncated and lifeless. For a school based assignment there were, on the whole, far too many errors of grammar and spelling, idiom and style, and too many instances where English thoughts were literally translated into French. However, there were some very sound projects and there were a pleasure to read.



**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2006**

**FRENCH**

**FRENCH**

**CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS**

**MAY/JUNE 2006**

**DETAILED COMMENTS**

**Unit 1**

**Paper 01 - Listening Comprehension**

This paper consisted of five short selections and an extended interview based on the content of the three modules of the Unit: from Module 1, lifestyles (the individual and the internet); from Module 2, crime, children in society and from Module 3, the environment (tropical rain forests, conservation of the environment and water; bats as an endangered species).

Candidates attempted to answer most questions, although in a few cases those using individual headsets might have had a problem managing time properly. The overall standard was satisfactory.

**Section A - Short Selections**

Selection 1

Topic: *The democratization of communication through internet.*

Candidates found parts of the selection challenging. Many candidates used their knowledge of the internet. Particularly difficult were “Congrès américain”, “un citoyen de la nouvelle démocratie mondiale”, the notion of information no longer being passed down ‘d’en haut’, and finally that ‘subversive’ was not being used in a negative sense.

Selection 2

Topic: *The marriage of a hard working farmer’s wife put out by her husband.*

A disappointing number of candidates were unable to give correctly the number of years the narrator had worked with her husband and the time she got up in the morning. Candidates did not know how to explain her marriage to a farmer ‘fille d’agriculteur ... logique d’épouser un agriculteur’. Why she got up early, and ironically, because of not knowing ‘me mettrait á la porte’, many thought that the couple lived happily together.

Selection 3

Topic: *Jacques Chirac’s projects on the environment.*

There were many versions of who Jacques Chirac was – a chef, an environmentalist and even “chief of litter”. Several candidates did not understand ‘eau potable’. Nonetheless, this question was well done, generally.

Selection 4

Topic: *Bats and their usefulness to the environment*

Candidates did well on this selection, although some had problems understanding the precise information given about bats and so offered their own interpretation. For example, question 4(d)

received answers such as ‘They are vampires’, ‘They are carnivores’, ‘They suck people’s blood’ as the myth perpetuated about bats. The answer required came from the line ‘les gens ne doivent pas perpétuer le mythe que les chauve-souris sont dangereuses’.

### Selection 5

Topic: *The rapid disappearance of forest, home to butterflies, remedies*

Although the questions required answers based on the selection, several candidates gave answers based on general knowledge. For example, many answers to 5(a) gave general information on tropical rain forests (there are wild animals there, they are important) instead of saying that they were disappearing at an alarming rate. As for 5(b), many candidates did not understand ‘papillons’ and simply listed animals found in a forest (ants, lizards, bugs ...). Performance was fair on the whole.

## **Section B - Extended Interview**

### Selection 6

Topic: *The law requiring parents to be responsible for children’s crimes*

The interview, although presented with a summary of the discussion, proved to be the most difficult question. It was clear that candidates used their own interpretation of the situation rather than what was on the tape. Hearing the word ‘victimes’ led to candidates writing about parents ill-treating their children. Some vocabulary proved difficult, for example, ‘faillir’ (les parent out failli á eduquer ou á surveiller leur enfant) but the cognate “exonération” was also difficult. Many candidates interpreted “devoir” as “homework”, thus, missing the point in answers which required them to refer to the parents’ duty. Another ‘false friend’ was the word ‘dommage’, which some interpreted as ‘pity’.

## **Paper 02 - Reading and Writing**

### **Section A - Reading Comprehension**

#### **Passage 1: L’Impasse**

L’Impasse was generally simple and easy to read. Questions (a) to (d) revealed that the candidates generally comprehended the extract and for the most part were able to answer appropriately. In a few instances, candidates responded as though Samuel was the protagonist in the extract.

- Finding an appropriate means to describe Samuel’s reaction in Part (d) proved somewhat challenging to some candidates, as did stating what his reaction revealed about his personality.
- Part (e) posed the most difficult to differentiate between ‘cultural conflict’ and ‘interpersonal differences’. Nevertheless, this section was very well handled.
- Many candidates performed creditably with respect to finding synonyms in part (f)-(j).
- Candidates must pay particular attention to the instructions given as a few candidates answered this section in FRENCH.

## **Passage 2: Sauver les rhinocéros**

This extract proved to be more challenging for the candidates than Passage A and as such, candidates did not perform well. Performance may have also been influenced by the fact that candidates were required to respond in their own words and in FRENCH. In numerous instances candidates copied phrases directly from the passage with no attempt at rephrasing or using their own words.

- (a) A few candidates misinterpreted this question as they neglected the phrase ‘souligne de la survie’ and, therefore, went on to the animals being killed.
- (b) Some candidates correctly identified the phrase that highlighted the economic value of the tasks. However, they did not explain the expression as required in the question.
- (c-d) Many candidates paraphrased for these questions and in numerous instances did not provide enough information to be awarded full marks.
- (f-g) There were generally handled well by most candidates.

## **Section B - Essays**

### Questions 3 and 7

The majority of candidates chose to do these questions and they were well handled by many candidates. Some candidates were able to use illustrations or examples to enhance their essays and their content ranged from Satisfactory to Excellent.

### Question 4

Very few candidates chose this question. Those candidates who attempted it performed well.

### Question 5

This question seemed to be a difficult one and it was the least popular of all.

### Question 6

Following Questions 3 and 7, this was the most widely chosen question. It was well handled by most of those who did it.

On the whole, the ‘content’ of the composition was good, or it was fairly well organized. Candidates showed reasonable knowledge of the topics and had something to say. However, ‘correctness of expression’ and range of vocabulary and idiomatic expressions were weak. In quite a few instances examiners had tremendous difficulty trying to make sense of what was written. At this level, it is expected that basic rules of grammar should be known and used correctly and that vocabulary and idiom be more than a French ‘dressing’ or equivalent in English.

Teachers are urged to provide plenty practice with composition writing and to get students to discuss and analyse their errors and make appropriate corrections.

## **Paper 03 - Literary Analysis and Themes**

### **Section A - Literary Extracts**

This paper was divided into two sections. In section A, candidates were required to analyse an extract from one of the four prescribed literary texts, that is, (1) L'Odeur du Café by Danny Laferrière, (2) L'Enfant Noir by Camara Laye, (3) L'Etranger by Albert Camus and (4) Une si longue lettre by Mariama Bâ. Specific questions were asked on each passage and candidates were required to answer them in French. This section was worth 16 marks.

Section B consisted of four questions. Candidates were expected to answer an essay in English of between 350 – 400 words on one of the questions. This section was divided into two parts each with a different theme. The themes were La Jeunesse and L'Individu et La Société. In answering the question it was required that candidates focus on one of the literary texts listed above. This section carried 32 marks.

### **Section A - Literary Extracts and Themes**

In Section A of this paper, the majority of candidates attempted to analyse the passages listed as Question 2 and 3, that is, L'Enfant Noir and L'Etranger respectively. It was noted that with regard to Section A, candidates had problems with grammar but this did not seriously impede comprehension. In some cases the responses to questions were excessively long and did not necessarily include useful information. It was also noted that more attention to the use of introductory words such as 'commentez' or 'décrivez' would provide more precise and complete responses. Nevertheless, there were some creditable performances. Most candidates obtained more than 50 per cent of the marks.

### **Section B - Texts**

In Section B, the most popular question by far was Question 7 'Society finds it difficult to accommodate departures from the norm'. To a large extent this was discussed with reference to the text L'Etranger. Not enough attention was paid to key words in the questions. For example, in Question 5, (To the young, life is simply a series of episodes and experiences), the word simply in some cases was not fully considered. In Question 6, 'Education, the most humanizing force, often has discomfoting and unanticipated consequences for the young', the words 'humanizing', 'discomfoting' and 'unanticipated' were not fully exploited in the answer.

Although some of the essays were well organized and well written there were several that could have been further enhanced if candidates had included a well developed introduction and conclusion. The overall performance was, however, satisfactory.

## Unit 2

### Paper 01 - Listening Comprehension

This paper required candidates to respond to questions based on five short selections and a discussion. The subject matter came from each module of the Unit as set out in the syllabus. The overall performance of the candidates was good.

#### Section A – Short Selections

##### Selection 1

This selection was based on the political instability in Haiti (Module 1 – Challenges in the developing world). Candidates found the question difficult, especially those concerning Aristide's initial comments, Jean Métellus' description of Aristide and the events associated with 1959. Not enough detail was given for the first question (worth four marks) on Aristide's remarks, and several candidates did not understand 'democratiquement élu' and shortened the expression to 'democratic'. Very few understood that Aristide refused to leave before the end of his mandate. Not many candidates understood the events of 1959 - Question (e) - . Jean Métellus took refuge in France, Haiti was under the dictatorship of Duvalier. The description of Aristide - Question (c) - was worth two marks, one for 'criminal' which was fairly simple, and one for 'someone who did evil everywhere', which many candidates missed.

##### Selection 2

This selection also came from Module 1 and dealt with the extended family (Values in the developing world). The performance was good. Although it was clear that candidates understood the passage, certain words proved challenging, 'se soutenir', 'vénéérés' and 'réciprocité'. The final question was often misinterpreted. Instead of children being 'a source of social protection' several candidates understood that children needed protection.

##### Selection 3

This selection came from Module 3 and had as its subject on-line banking (Trends in business). Candidates performed well. The phrase 'Pour atténuer ce handicap' was not needed in the answers, but several candidates referred to the bank's efforts to personalize relations with 'handicapped clients'. The question concerning ways in which the bank could be reached proved slightly challenging in the word 'courrier', translated as 'courier' or 'e-mail'.

##### Selection 4

Performance on this selection from Module 3 was fair. It dealt with the banana war between small countries and developed countries (Agriculture) the term 'devises' was often not understood (20 per cent of foreign exchange). The number of people in the industry was given as 'four million' instead of 'four thousand'. There were many instances of total misunderstanding of the last question. Many did not understand that the banana industry; was in danger and under attack and so spoke about its development in the future.

##### Selection 5

The final selection based on Module 3 (Tourism) was very well done. It presented opposing views on the effects of tourism in the region. Several candidates, however, were challenged by the metaphor 'le tourisme était de la prostitution'.

## **Section B - Extended Interview**

### Discussion

This selection dealt with medical issues (Module 2). In this case, 'mad cow disease' and efforts to find some way to treat it. On the whole, candidates did not perform well on the section.

The first question required the date 1985 and the place, the United Kingdom, for when and where the disease was discovered. The year was problematic for some, and many were unfamiliar with 'Royaume Uni' (frequently rendered as Wyomic/Wyoming).

Some candidates were confused about the animals used to test the vaccine - Question 4(d) - referring to cows instead of mice. Questions (f) and (g) were challenging in the sense that while candidates seemed to have grasped the general idea of the interview they were not able to give the necessary details to gain full marks. Some candidates were confused about which protein was transformed. The answer required them to say that normal proteins took the shape of the protein prion and made the brain spongy, or that the immune system was affected and so the brain was attacked.

On the whole, candidates showed a reasonable level of maturity in their approach to the exercise. However, it is clear that greater competence with the aural skills is needed. Often candidates' jottings and sometimes actual responses indicated a correct representation of the sound heard but this could not be matched with actual words/expression in the French Language.

## **Paper 02 - Reading and Writing**

### **Section A - Reading Comprehension**

#### **Passage 1      Enfants exploités**

On the whole the candidates showed that they were able to read and understand the passage. Many candidates were able to produce extensive and meaningful answers to most of the questions and to focus on the specific details required.

In Question (a), many candidates did not know the English equivalent of L'organisation internationale du travail (OIT). Further a number of candidates apparently did not recognize the significance of 'EACH' in the question and failed to look for the other player, that is, UNICEF. In the passage 'première journée mondiale ...' was often interpreted as journal.

Questions b, c and d were generally well answered but there were varying degrees of accuracy and aptness in the explanations of (d). Some explanations were quite superficial.

The vocabulary in (e) was apparently unknown to many candidates, hence "navire battant pavillon nigérien" led to Nigerian gangs and trucks.

'Cache' and 'drapeau' presented the greatest challenges in the section requiring equivalent words/phrases in the text.

**Passage 2**      **Evaluation des cadres: faut-il avoir peur du '360 degrés?'**

This was a more challenging passage requiring greater attention and analyzing on the part of candidates. Candidates found it difficult to express their ideas in their own words having recourse too often to entire phrases from the passage. Such responses could not be given full benefit of the mark scheme.

Questions (a), (b) and (f) proved to be the most challenging ones. For (a), candidates gave their opinion through reference to the first sentence of the paragraph and many did not relate to the new method being 'stressant, mais pas forcément idiot' at the end of the paragraph.

Question b (i) and (ii) were inadequately explained in most cases and the 'feu vert' in b (ii) did not help many candidates. In (f), candidates did not relate 'oublier la tradition et son amour – propre' to the concept of a new method of evaluation ...., 'les cadres' forgetting their higher status to accept the critique of their workmates including their subordinates.

**Section B – Essays**

The content of the essays was generally good. However, performance was marred by candidates' weakness in grammar and expression and lack of appropriate vocabulary and idiom. In a few instances expression caused difficulty in comprehension on the part of examiners. At this level, it is expected that basic rules of grammar would be applied and that there would be varied vocabulary and use of idiomatic expression. Candidates also need to be reminded of the word limit stipulated in the examination. Far too many essays were either too long or fell far short of the minimum number of words stipulated.

Questions 3 and 7 were chosen by most of the candidates. These essays were generally well handled and ranged from 'Satisfactory' to "Excellent". In Question 3, some candidates dealt with only one aspect, either 'the moral' or 'the criminal' of the topic.

Some candidates in answering Question 4, considered the issue only from the perspective of their own particular country and not the region as a whole.

Question 5 was not widely chosen and it was not handled well by those who selected it. Candidates were extremely limited in their responses and clearly lacked the vocabulary and related idioms and perhaps experience to deal adequately with the topic.

Question 6. This question showed a good level of performance by those who chose it. They were generally able to show (1) the extent to which the Caribbean is a multi-cultural society (2) how people of the Caribbean are able to live in harmony and (3) how other nations can learn from their example.

**Paper 03**

**Literary Analysis and Themes**

This paper was divided into two sections. In Section A, candidates were required to analyse one of four extracts taken from the prescribed texts listed below:

- (1) La Rue Cases – Negrés by Joseph Zobel
- (2) Maria Chapdelaine by Louis Hémon
- (3) Gouverneurs de la rosée by Jacques Roumaini and
- (4) La tregédie du Roi Christophe by Aime Césaire.



As in Unit 1, specific questions were asked and responses were required in French. This section was worth 16 marks. Question 1, (La Rue Cases – Negres) was the most popular.

Section B consisted of four questions. Candidates were expected to write an essay in English of between 350-400 words on one of the questions taken from either the subsection entitled La Vie Rurale or subsection labelled Les Conflits Politiques et Sociaux. Candidates in responding to questions, were required to focus on one of the four texts listed above. The most popular questions were Questions 5 and 6 with La Rue Cases – Nègres being the text to which most reference was made. Some responses were very good.

With regard to Section A, some candidates experienced difficulty with regard to the questions which required them to establish a link between the specific extract and the text as a whole. There were problems with the use of language. But some responses were good. Most candidates were awarded more than 50 per cent of the total marks.

In some cases, greater familiarity with the text would have ensured a better quality of essay. Less paraphrasing and more analysis would also have produced better essays in some instances. There was, nevertheless, some good work. The majority of candidates scored above 50 per cent in this section.

## **Paper 04 - Internal Assessment**

### **Units 1 and 2**

There is no doubt that the topics chosen by candidates for their presentation related to the content of the respective Units and covered a wide and interesting range of areas. On the whole, candidates were well prepared and impressive in their presentations. There were only rare occasions when the candidates appeared to be well rehearsed.

Judging from questions and comments heard, teachers made candidates feel comfortable and conducted the examination in a good atmosphere. Appropriate questions were asked in the topic conversation. There were, however, some problem areas, a few of which are listed below.

- In the open conversation it was for the most part merely a question and answer exercise. Greater efforts must be made to make this approximate a simple conversation.
- Questions ranged across examiners from the simple “où habitez vous?”, la famille and l'école, to issues such as the environment, pollution and science. Some candidates were restricted to the simple everyday issues, and need to expand their scope to handle issues such as those mentioned above.
- In some cases disproportionate time was given to the presentation and topic conversation and little time was spent on the general conversation.
- In a few cases, teachers interrupted candidates' responses even if reasonable when they did not match the teachers' expected response. In other cases, answers were completed by the teacher. Both of these can frustrate the candidate and make assessment problematic.

Some problems for noting:

- Mark allocation for individual questions must be accurate.
- The mark sheet must be correct and accurate.

**General observations/concerns regarding the examination**

1. The examiners were satisfied that the examination in both Units reflected the content and specifications of the syllabus and reached an appropriate level.
2. There was concern at the level of performance with respect to grammatical correctness, correctness of expression and range of vocabulary. At this level candidates should display a higher level of competence.
3. With respect to Paper 01, many students do not use the hints provided in English in finding answers to the questions asked. Furthermore, a large number of candidates wrote their answers in pencil in the space provided for answers and then simply wrote over the pencil in ink. This not only makes the work unsightly but more importantly, difficult to read.
4. Insufficient attention is paid to instructions in the examination. In some places answers are given in French where they are required in English and vice versa. Also, in some cases, essays are far too long or too short. In both these cases, candidates are penalised.
5. There were too many cases where incorrect or inadequate answers resulted clearly from careless reading of the question under consideration.
6. In the Listening Comprehension, candidates' jottings or sometimes their actual responses indicated that they heard the sound correctly but do not know how to represent it in French or that they did not know the actual word, for example, papion [papillon], royami, wyomie [Royaume uni]. They must be helped to bridge these gaps. Sometimes the correct French word may gain them rewards.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2007**

**FRENCH**

**FRENCH****CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS****MAY/JUNE 2007****GENERAL COMMENTS**

The candidate entry for French continues to increase. The 2007 examination had a combined 501 candidates sitting the examination compared with 360 in 2006. This represents an increase of 39 per cent. Performance in Unit 1 compared favourably with that of 2006, while for Unit 2 performance surpassed that of 2006. Teachers are encouraged to continue exposing students to situations in which they can develop their four language skills.

**DETAILED COMMENTS****UNIT 1****Paper 01 – Listening Comprehension**

This paper required candidates to respond, in English, to a series of questions based on five short selections and one extended interview. The selections and interview were recorded in French. For the first time, the passages were recorded on compact disc instead of on audio cassette. Candidates were able to listen to individual CDs or to one CD for the entire class.

Candidates attempted to answer most questions and there were very few cases of the last question being left undone because of insufficient time.

**Section A - Short Selections**Selection 1

Topic: *A visit to an old lady in Accra, Ghana*

Candidates found this selection challenging. Many were unable to recognize “ghanéenne” as the adjective from Ghana, and so “Guinea” was given as the country in many cases. The spelling of “Accra” was problematic. The description of the physical and mental condition of the old lady had candidates guessing that she was “weak”, “dirty” and “senile”. Many did not understand “édentée”, but a pleasing number knew “aveugle”. Surprisingly, “mais alerte” was sometimes given as the opposite, “not alert”, a tendency that was repeated later in the examination.

Relatively few candidates got “lying on a mattress in a (small) room” for question (c), with answers ranging from “in the Ministry” to “in a rocking chair”. The word “parents”, (“relatives”) was not understood, nor was the preceding section “*sa fille et sa petite – fille sont décédées avant elle*”.

Selection 2

Topic: *The fate of French language in Lebanon*

The majority of the candidates were able to get the numbers right in question (b) “25 or 26 years” and (e) “26 per cent”. Many were misled, however, by the phrase “*il y a un demi-siècle*”, and mention of the year “1946” in answering question (b).

Question (a) posed quite a challenge: “Liban” was often given instead of “Lebanon”, as well as many other countries as “France, Morocco, Bolivia...”

Candidates were able to score marks for (c) but few knew “*arabe*”. Although the word “*engouement*”, was not familiar to many, candidates were still able to grasp the idea that English was extremely popular throughout the world. However, many candidates missed the point about the lack of a French presence, opting for answers such as “politics”, “war in the country” and even the contradictory answer “the presence of the French language”.

### Selection 3

Topic: *M. Poubelle’s invention of metallic garbage bins*

Generally, this section was satisfactorily done. Questions (a) and (b) were understood by many candidates, although several were unsure of the meaning of “*boîtes métalliques*” in (a), referring to “bottles” and “mechanical devices”. In Question (c), candidates did not understand “*d’insalubrité de la capitale*” but were able to score marks by referring to “a dirty capital”, “pollution”, or other representations of insanitary conditions.

In Question (d) many understood that the vehicles had limited space, but “*difficile d’accès*” was interpreted as “access to the city” instead of to the vehicle. The vast majority of candidates did not understand “*ouverts à tous les vents*”.

### Selection 4

Topic: *Pollution in China*

Although many candidates did not understand “*s’extasiant*” and “*essor économique*”, they were able to grasp the contrast between the economy in China and the pollution there. The following answer gained full marks: “Although the economy is booming, pollution continues to harm the country and gases affect them.”

Not many candidates were able to grasp the comparison between China and the United States in question (b), that is, that pulmonary or liver disease would affect or kill five times as many people in China than in the United States. A number of candidates introduced extraneous ideas such as population control into their answers for both questions (b) and (c).

### Selection 5

Topic: *The paper industry and the environment*

This selection required candidates to place a tick next to the four correct sentences out of eight. **In spite of clear instructions which were highlighted in capital letters that only FOUR sentences should be ticked, a number of candidates exceeded that number.**

Candidates performed very well in this section. Errors occurred most often in the selections of (a) instead of (b) and (e) instead of (f).

## **Section B – Extended Interview**

### Selection 6

Topic: *A presentation on Hindu Gods*

The performance on this selection was varied, ranging from excellent to poor. The vast majority of candidates attempted to answer all questions. Although the topic may have been unfamiliar to many candidates, a satisfactory number of them were still able to understand to a fair degree.

In question 6 (a), many candidates misinterpreted “*créateur par excellence*” to mean that Brahma represented excellence. The phrase “*grand discriminateur*” appeared in several forms, but many candidates wrote the opposite – “he does not discriminate”.

In question 6 (b) no candidate was able to get “the Sikhs call him the Nameless One” – “*les Sikhs l’appellent le Non*” but marks were gained from several other possible answers, “the divine principle”, “neutral”, “has no form... .” Candidates were required to say that Vishnu and Shiva represented aspects of Brahma, but their origin “*d’origine dravidienne, du sud de l’Inde*”, proved challenging.

Most candidates, for question (d), were able to name three of several phenomena with which Shiva is associated, for example, “flames”, “birth”, “life and death”, “destruction”, “inaccessible things”, but (e) was more difficult. A common error was to interpret “*jeu de la vie*” as “joy of life”. Many candidates understood however, that Vishnu represented love, feelings, sensations, things that are understood by mankind.

Question (f), the description of Rama, proved challenging for candidates. In question (g), candidates often omitted that Krishna was a model in his relationship with men/women/nature. The last question, (h), was well answered.

It is recommended that students practise listening to French programmes and speaking in French on a regular basis as this type of exercise is new to most Unit 1 candidates. Students should also try to broaden their vocabulary and their general knowledge of francophone culture.

## **Paper 02 – Reading and Writing**

### **Section A – Reading Comprehension**

Candidate performance on this paper was satisfactory, considering that for the most part, candidates are just one year advanced on their CSEC French examination.

#### Passage 1: *Sueurs Froides*

While this passage was challenging for some of the candidates, many were able to understand and extract information from the text. The vocabulary used was generally well understood. The words “*badauds*” a synonym for “*passant*” and the verb “*trinquer*” – “to take the rap,” proved the most problematic for candidates.

Many candidates were able to supply an adequate response for questions (b) “How does the author use the case of the consumption of wine to support the idea of moderation?” and (d) “What psychological and social reasons are given to justify physical training?” but could only provide an acceptable response to the first half of question (c) “What are the general benefits and limitations of physical activity in terms of fitness?”. They were able to provide the benefits but were not as successful in understanding the limitations. Question (e) “In what way can physical training become a case of social irony?” was also a challenge for many candidates. However, questions (f) – (j), which required candidates to find synonyms, were generally answered correctly. The overall performance was satisfactory.

#### Passage 2: *L’évaluation environnementale au Québec méridional*

The majority of candidates performed satisfactorily on this question. The questions that indicated exactly where answers were to be located in the passage [(a), (d) and (f)] were answered more correctly than the others. Several candidates repeated the same answers for different questions.

It is recommended that teachers extend the variety of passages used for reading comprehension practice so that students may be able to perform more competently when responding to passages based on different topics from the content section of a specific Module.

## Section B - Essays

This section required candidates to write an essay, in French, of 250-300 words on one of five topics. This section tested candidates' ability to express themselves in French in a thoughtful, reasonably mature and well structured way on a theme related to current issues as outlined in the syllabus.

Examiners were looking for essays with a brief general introduction, three – five paragraphs focusing on the different angles of the topic and a brief conclusion. Candidates' performance on this section was satisfactory.

### Question 3

Very few candidates opted to answer this question. Those who attempted it, however, for the most part, performed satisfactorily. Candidates' main weakness in this essay is that they failed to make a proper link between "Le chômage" and "le racisme".

### Question 4

The majority of candidates answered this question and performed reasonably well. In most cases they were able to give appropriate answers to the topic dealing with reasons for poverty. Nevertheless, there were those candidates who failed to develop their ideas fully.

### Question 5

This topic was rather challenging for those who attempted it. Candidates generally focused on one aspect of the question (*la religion*) rather than on the passivity of religious leaders and how this might relate to corruption.

### Question 6

Candidates generally misinterpreted this question. However, many discussed what education or a good education entails, but did not necessarily respond to the demands of the question which required them to link the system of education in developing countries to the needs of society.

### Question 7

Candidates performed satisfactorily on this question. Many failed to explain their concept of the child and what was needed for their protection.

It is recommended that teachers place greater attention on getting students to learn how to correctly analyse an essay topic so as to ensure that they provide a full response to the issue which is to be discussed.

## **Paper 03 – Literary Analysis and Themes**

This paper was divided into two sections. In Section A candidates were required to analyse an extract from one of the four prescribed literary texts (1) *L'Enfant noir* (2) *L'Odeur du café* (3) *L'Etranger* (4) *Une si longue lettre*. Candidates were expected to describe and analyse plot, setting, character and narrative techniques.

Section B consisted of four questions. Candidates were expected to write an essay, in English, of between 350 – 400 words on one of the questions. This section was divided into two parts, each with a different theme. The themes were "*La Jeunesse*" and "*L'Individu et la Société*". In answering the question it was required that candidates focus on one of the literary texts that had been studied.

## Section A - Literary Analysis

### 1. *L'Enfant noir*

This extract was very popular and candidates seemed comfortable with the theme of youth. Yet there were some areas of difficulty for some of those who chose to answer the questions on this extract.

- (i) Instead of referring to the paragraphs indicated (first and last paragraphs), some candidates referred to the entire extract.
- (ii) Some candidates ignored the fact that the questions asked for “physical evidence”.
- (iii) Candidates focused on the Kondén Diara event and not other details which were more obvious.
- (iv) Some candidates misinterpreted the word “*texte*” and responded based on the entire work rather than the extract.

### 2. *L'Odeur du café*

The least number of candidates attempted this question. It was reasonably well done by those who attempted it. However, some candidates misinterpreted question (c) and spoke of the way in which Borno was courteous to Da instead of the way in which Da was courteous to Borno

### 3. *L'Etranger*

This was the second most popular question and was generally answered very well by candidates. However, in question (b) some candidates were only able to see unity among the Arabs, overlooking the relationship between Raymond, Masson and Meursault.

### 4. *Une si longue lettre*

This question was generally well answered by the majority of candidates. However, some candidates were not able to understand fully the requirements of questions (b) and (c) and as a result gave the same answer to both questions.

Candidates must be encouraged to carefully study questions so that their responses will be as complete as possible.

## Section B - Themes

Though some introductions were not very well done, there were several commendable attempts by candidates at conclusions. Some candidates spent too much time giving information on the author and the author's background rather than concentrating on the question. Candidates need to be encouraged to spend some time analysing a question before attempting to give a response. These are areas which should engage the attention of teachers so that there will be overall general improvement in the quality of essays.

### 5. *Carefree and thoughtless*

“Thoughtless” was interpreted in many ways, for example, (i) giving no thought to others; (ii) wicked and ruthless; (iii) doing things without considering their seriousness. This variety of interpretations led to a variety of points of view. This was not a very popular question but was the best answered by candidates.



6. *Young people are essentially all the same*

This was the least popular question, but was also as well answered as the other essays. The main weakness of candidates was in their being unable to show in what ways there were close similarities among young people. They suggested that youths generally had the same experiences, but were not always successful in linking this fact to the characters which were being discussed.

7. *The main characters suffer so much because they are so different*

Candidates dealt with the idea of their suffering but did not, in some cases, agree that the main characters suffered because of their differences. Candidates were sometimes able to put forward other reasons for their suffering. This was the most popular question and the performance of the candidates was good.

8. *The pessimistic side of human relationships emphasized in literature*

Candidates did not fully understand the word “pessimistic”, hence there were many misinterpretations as a result. Some candidates were of the view that other things were being emphasized and thus totally strayed from the focus of the question. Nevertheless, the few candidates who attempted this question performed well.

## Unit 2

### Paper 01

This paper required candidates to respond, in English, to a series of questions based on five short selections and one extended interview. The selections and interview were recorded in French. For the first time, the passages were recorded on compact disc instead of on audio cassette. Candidates were able to listen to individual CDs or to one CD for the entire class.

The overall performance of the candidates was good.

#### Section A – Short Selections

##### Selection 1

Topic: *Human rights and the handicapped*

This selection was well managed by candidates. Most candidates understood that walking and cultivating one’s land were activities regarded as human rights, but very few were able to add “without stepping on a mine”. The majority of candidates said that Jean Baptiste Richardier was the (co)director but several thought that “*cofondateur*” meant “coordinator”. “Handicap International”, the organization he founded, was not always rendered properly. The other major difficulty experienced by candidates was in defining the goal of NGO - **rehabilitation**, caring for the vulnerable or improving the quality of the care they received. A number of candidates tried to provide answers in keeping with the general topic of human rights.

##### Selection 2

Topic: *The challenges of the drug trade*

The performance was quite good. Candidates were able to identify ways in which drug abuse and drug trafficking have affected institutions (undermining of institutions, political instability, weakened governments, corruption) and the areas that would require additional funds (health and law). The answer to question (d), on productive investment, was rendered in many and varied forms. The main difficulty for the majority of candidates was the word “*pervers*”, required to complete the description of the effect of the drug trade in question (a).

Selection 3

Topic: *Fluctuations in the price of oil*

Candidates were generally challenged by the questions and so the overall performance was only satisfactory. Candidates were required to give figures for the range within which oil prices fluctuated (\$10 - \$30) and what the experts hoped for (a price of \$25 per barrel). This part was very well done. Many candidates failed, however, to understand what risk some countries envisaged (a fall in the demand for oil). The type of person to which oil was compared (question a), was difficult for most candidates. Several words were not interpreted properly, for example, “*trublion*” a “troublemaker”, was rendered as a “troubled person” and “*qui sème la panique*” - “one who creates panic”, as “a person who panics”.

Selection 4

Topic: *Challenges facing farmers*

This selection proved the most difficult for a large number of candidates.

The answer to question (a) on the comment made about the prices of agricultural products “*en chute libre*” produced the opposite remark – that they were skyrocketing, or had increased. Many candidates were unable to identify any of the crises being faced (question b) – mad cow disease, bird flu, fevers and dioxin. Again, most candidates were able to understand the numbers in (c) “900” and (d) “a half”, but the rest of the answer for question (c) proved challenging: “*900 exploitations agricoles cessent leurs activités*”.

Selection 5

Topic: *Tourism in the Caribbean*

This selection was very well done, with the vast majority of candidates selecting at least three out of the four correct sentences. The choice between (g) and (h) was difficult for some who chose to say that economic prospects were improving, when in fact the expression used was “*tendent à s’assombrir*” – “are becoming gloomy”.

**Section B - Extended Interview**Selection 6

Topic: *Carpal tunnel syndrome*

This selection dealt with medical issues (Module 2). Carpal tunnel syndrome was a topic which was unfamiliar to many, but most candidates performed satisfactorily. Most candidates were able to identify three of the elements of the body making up the carpal tunnel: Veins, arteries, ligaments. Bone - “*d’os*” was interpreted as “back” by some, while others included “blood and other parts of the body”.

Many candidates did not understand “*tendons*” but many others did. The role of the synovial sheath, to lubricate, was difficult for some. However, many candidates gained full marks for what could provoke pain: “an increase or decrease in the volume of the contents of the carpal tunnel”. Candidates had few difficulties selecting two symptoms from the list which included cramps, swollen fingers, painful sensations, electric shocks, pins and needles.

Some candidates were unable to say what happened when the patient awoke during the night – “the patient shakes his hand and moves his fingers”. However, most were able to describe the pain and its effects during the day, that is, it became more frequent and prevented certain movements such as buttoning a shirt. Some candidates who did not understand the passage said that the pain became less during the day.

The last two questions proved to be challenging. The vocabulary was problematic: “*sensibilité*” and “*épaississement des gaines synoviales*” were not understood. Most candidates attempted an answer but were unable to write that fingers gradually lost sensitivity and that if left untreated, fingers could become clumsy. Similarly, many did not produce the answer required for the last question, that is, “thickening of the synovial sheath which surrounds the tendon”.

It is recommended that students be encouraged to listen to a variety of programmes in French as well as make efforts to look at French television programmes. This will greatly enhance their ability to understand French spoken in different registers, and of course improve their examination performance.

## **Paper 02 – Reading and Writing**

### **Section A – Reading Comprehension**

#### Passage 1: *Démocratie*

The performance of students was very good with the majority of candidates falling in the 16 – 24 range.

#### Passage 2: *Le Tourisme*

The performance of students on this question was quite satisfactory, with most of the candidates obtaining a mark of 50 per cent and above. Many of the candidates were able to respond competently to questions in their own words, in French.

### **Section B - Essays**

This section required candidates to write an essay, in French, of 250-300 words on one of five topics. This section tested candidates’ ability to express themselves in French in a thoughtful, reasonably mature and well structured way on a theme related to current issues as outlined in the syllabus. Examiners were looking for essays with a brief general introduction, three – five paragraphs focusing on the different angles of the topic and a brief conclusion. Candidates’ performance on this section generally ranged from satisfactory to good.

Question 3, which dealt with attitudes to the computer, and question 6 which focused on videos, were the most popular essays. Question 4 which dealt with the “canning industry” was in at least one case misinterpreted, since there was confusion with the words “*conserve*” and “*conservation*”.

## **Paper 03 – Literary Analysis and Themes**

This paper was divided into two sections. In section A, candidates were required to analyse one of four extracts taken from the prescribed texts i.e.(1) *La Rue Cases – Nègres*, (2) *Maria Chapdelaine*, (3) *Gouverneurs de la rosée* (4) *La tragédie du Roi Christophe*. Candidates were expected to describe and analyse plot, setting, character and narrative techniques related to one excerpt. Candidates were expected to display detailed knowledge of the structure and content of the text. Performance on Section A was generally good.

Section B consisted of four questions. Candidates were expected to write an essay, in English, of between 350 – 400 words on one of the questions. This section was divided into two parts, each with a different theme. The themes were “*La vie rurale*” and “*Les conflits politiques et sociaux*” . Writing the essay required that candidates to refer in detail to one of the literary texts that had been studied.

## Section A - Literary Analysis

### 1. La Rue Cases- Nègres

While many candidates performed well on this question, there were others for whom it proved to be challenging. The main problem faced by the latter was that they did not understand the term “*la conduite irréfléchie*” in question (a). In addition, some candidates thought that the word “*texte*” referred to the entire novel and this idea was therefore reflected in their responses. Overall performance was good.

### 2. Maria Chapdelaine

Questions (a) and (c) proved to be very challenging for some candidates. In some cases the quality of the written French was below an acceptable standard for this level.

### 3. Gouverneurs de la rosée

Candidates who attempted to answer the question on this extract demonstrated that they knew the text very well as the marks awarded were generally quite good.

### 4. La Tragédie du Roi Christophe

Questions (b), (c) and (d) were not always well answered by the candidates. Nevertheless, the majority of candidates who attempted this question were awarded at least 9 out of the 16 marks available.

## Section B - Themes

### 5. *The idea that rural life is beautiful is a myth*

Candidates often contradicted themselves by stating that, “I will disprove this statement”, but then going on to prove it. Those who fully understood the question did reasonably well, especially those who chose Maria Chapdelaine as their main text. These were able to offer a balanced view of rural life.

### 6. *Community spirit is what best defines rural life*

Several candidates looked at aspects of community life and totally disregarded what they were to discuss, that is, if it best defines rural life. Yet, most candidates who attempted this question managed to obtain at least 20 of the 32 marks available.

### 7. *In unity there is strength*

For the most part, candidates responded well to this question. Many who chose to use “Gouverneurs de la rosée” as their text were able to identify his efforts to unify the community. Those who chose “La Tragédie du Roi Christophe” were sometimes unable to show the idea of “unity”. They were more successful in showing disunity.

### 8. *The solitude of leadership*

Candidates dealt with the qualities of a leader but did not deal much with the aspect of solitude. Nevertheless, overall performance was quite good.

Although the overall performance on this paper was satisfactory, teachers need to encourage students to be more analytical and discerning in their approach to literary extracts and essays.

### **Paper 04 – Internal Assessment**

#### **Units 1 and 2**

On the whole, candidates were well prepared for this activity. In several instances there was no significant difference between the scores of the moderators and internal assessor. In some cases more time was spent by examiners and candidates on the prepared topic and topic conversation than on general conversation. Questions asked by examiners varied from simple every day questions to discussions on more sophisticated issues such as the environment. It was evident that there is a need for some schools to ensure that their students achieve a higher level of sophistication with regard to their general knowledge and mastery of the French language.

It would seem that in some cases, during the exercise, candidates were reading from prepared scripts. Teachers need to be more vigilant and show more respect for regulations prescribed for assessment.

In terms of practical advice for internal assessors, it would be helpful for the moderator if CDs/cassette tapes are clearly labeled as requested in the guidelines. Efforts should be made to avoid starting an interview at the end of one side of a cassette tape (if using a cassette tape).

#### **General observations regarding the examination**

1. There are concerns with regard to candidates' inability to master the grammar and vocabulary required to obtain high scores.
2. In so far as Paper 01 of both Units is concerned, there is clearly a need for candidates to expose themselves to the spoken word in French, by listening to French radio stations and/or looking at French television programmes.
3. Greater attention must also be paid to instructions on question papers since failure to do has caused candidates to answer questions in the wrong language. This results in their losing marks unnecessarily.
4. In general, candidates need to understand how important it is for them to read all questions carefully so as to ensure that the information which is provided is relevant to the question which is being asked.
5. Candidates also need to be reminded of the importance of providing answers which are precise.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2008**

**FRENCH  
(TRINIDAD AND TOBAGO)**

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**FRENCH**  
**TRINIDAD AND TOBAGO**  
**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

**MAY/JUNE 2008**

**GENERAL COMMENTS**

There were 188 candidates from Trinidad and Tobago entered for Unit 1 and 124 entered for Unit 2 examinations. Overall performance was comparable to previous years. Detailed comments and recommendations follow.

**DETAILED COMMENTS**

**UNIT 1**

**Paper 01 - Listening Comprehension**

This paper required candidates to respond, in English, to a series of questions based on five short selections and one extended interview. The selections and interview were recorded in French. The subject matter for the selection came from each Module of the Unit as set out in the syllabus: Music (le zouk), and sports (Module 1), street children (Module 2), and pollution, ecotourism and waste disposal (Module 3). The performance on this paper was very good on the whole, with quite a few excellent scripts.

**Section A – Short Selections**

Selection 1

The performance on this selection dealing with zouk music in Martinique was quite good. A number of candidates had problems with the word “*villes*” and “*rurales*”, and wrote “villages and rural areas” or “rural towns”. Almost all candidates identified Africa and Europe as the continents that contributed to the creation of zouk, but many had problems with describing how the zouk is danced. Most candidates understood that it is danced quickly, but did not always understand that couples or a man and a woman danced together. Several wrote that the dance was done in a group, or by women. The group *Zouk Machine* was not familiar to candidates, and several of them did not interpret correctly the words “*des groupes comme Zouk Machine*”. Several thought it was a dance group or a machine of some sort, but the majority answered correctly that the group had made zouk music popular worldwide.

Selection 2

The majority of candidates performed well on this selection, especially identifying the persons obliged to help a child select a sport - part (b), and the technique sports mentioned - part (d). In part (a), many candidates understood that sports contributed to a child’s physical and psychological development, but were unable to express “a positive lifestyle” clearly. They wrote, instead, of “positive development”, “a positive part of life” or “a positive symbol”. Having correctly identified “shy children who lack self confidence” as the type of child who would benefit from playing football in part (c), several candidates were unable to state the benefits of being involved in technique sports – part (e). They were unfamiliar with the word ‘*extravertis*’ or they interpreted “*reserves*” as a verb (‘They reserve ...’), or they gave the opposite answer: “They allow them to be reserved and extroverted.”

### Selection 3

Although, the selection was well done, the word “*milieu*” proved to be problematic. In defining pollution, many candidates simply omitted it, which produced, for example, “Pollution is a degradation of chemical substances in the atmosphere”. Part (b) was well done, although some answers gave “land” instead of the more specific “agricultural” pollution. The last question was quite well handled, but some candidates simply repeated their answer for the previous question (referring to pesticides, for example), instead of referring to human activity. Some candidates also were unsure of the word “*phénomènes*”.

### Selection 4

The majority of candidates were able to explain the difference between ecotourism and traditional tourism. However, some gave answers that were not phrased properly, for example, “Traditional tourism aims to degrade/intentionally degrades the environment.” In part (b), quite a few candidates gave what they expected the answer to be, namely that the main benefit was the protection of the environment. In fact, the correct answer was providing jobs. In part (c), the word “*agriculteurs*” was difficult for some (who gave “agricultural persons”, “agriculturalists” and “farmers”). Many candidates were able to add “women” or “young people” to “farmers” to get full marks. Part (d) was very well done, although some candidates provided answers that were not in the selection - “zoologists”, “ecologists”, “environmentalists”, instead of “bird/animal lovers”.

### Selection 5

This selection was also well answered by candidates. Some candidates selected more than four sentences and were therefore penalized accordingly. Options (b) and (f) were the ones most often chosen in error, at the expense of option (d).

## **Section B – Extended Interview**

### Selection 6

The interview dealt with the familiar topic of street children. The performance was quite good, with some candidates recording perfect scores, and very few failing to earn half of the maximum mark. In some cases, candidates gave stock answers instead of referring to the selection. Candidates had no difficulty identifying governments, international organizations and families as categories of people concerned about street children. There were problems, however, identifying places where street children are found: “*bâtiments vides*”, and “*terrains vagues*” proving to be challenging. Answers such as “old houses”, “slums”, “vague terrain” and “battered, broken up places on the street” were given instead of “empty buildings” and “open lots”. Part (c) was well handled, although some candidates had difficulty differentiating between industrialized or developed countries and developing countries. In part (d), many candidates left out the important detail that children who slept at home had good relations with their family. Part (e) was well handled, but many omitted “precise” or “exact” in describing the statistics, saying instead that statistics were not available. A few candidates had difficulty with “*plusieurs*”. The majority of candidates identified the need to get a job and earn money to buy food as the factors required in part (f). In part (g), the main problem was referring to “drug abuse” for “*la vente de drogues*”. Most candidates earned full marks for part (h), although some included details that were not part of the selection.

## **Recommendations**

Candidates should practise transcribing texts in class and should continue to listen to as many different sources as possible. When answering questions, candidates should limit themselves as much as possible to the selections. General knowledge is useful, but specific answers are usually required.



## Paper 02 - Reading and Writing

### Section A – Reading Comprehension

This section consisted of two passages with questions based on the passages. Candidates were to answer all questions in Section A.

Part (1) of Section A was designed to test the ability of the candidates to select relevant information and answer five questions in English, showing comprehension of the passage, (a) - (e). In parts (f) - (j), candidates were required to identify synonyms.

#### Passage 1: *Obésité, l'épidémie du 21ème siècle*

Performance on this first passage was quite reasonable, with candidates (almost 63 per cent) being able to score between 11 and 18 marks out of a possible 24. Few candidates performed poorly on this question – about 21 per cent.

Many candidates received four of five marks for part (a). The word “*jeûné*” eluded almost all candidates and this resulted in only a few of them gaining a perfect score in this question. On the other hand, most candidates performed very well on parts (b) and (d) and even wrote more than was required.

Part (c) proved to be the most challenging for candidates as many did not fully grasp that the body resists attempts to go below a certain weight that it had registered.

Candidates performed satisfactorily on part (e) and many were able to identify the irony of the expression “*Choisir de maigrir*”. Candidates were able to recognise the first goal, “not to lose weight”. Many understood “definitely not too quickly”. Those who focussed on personal choice were awarded one mark.

Parts (f) - (j) were generally poorly handled by most candidates. Very few were able to identify “*jeûné*” in particular, as well as “*diminution*” and “*déclenché*” as synonyms for “*s'est privé de nourriture*”, “*baissé*” and “*active*”, respectively.

### Recommendation

Students need to develop their vocabulary bank if they are to perform creditably on this section.

#### Passage 2: *Éruption de volcan*

This question was generally not well handled by the candidates, possibly because they did not fully comprehend the questions asked. The candidates were required to respond **in their own words**, in French, to questions posed in French. Many did not express themselves very well.

In part (a), many candidates missed the point of the appointed commission having a willingness to serve although it was judged as not being well informed and knowledgeable to deal with the situation at hand.

In part (b), most candidates did not include in their answers that evacuating the town could have been risky business as the ruling party could have faced defeat in the upcoming elections.

Part (c) was generally well answered and most candidates were able to score full marks.

Part (d) proved to be very challenging as it required some amount of synthesis on the part of the candidates. Many candidates were not able to say that the sources of information were questionable and therefore, without any objectivity.

Very few candidates scored full marks on part (e). Candidates were required to talk about the effects of the volcanic eruption. Many candidates gave the answers for (f) in this question and vice versa.

In part (f), some candidates could not interpret correctly the information needed for this question and spoke about the possible effects of having elections.

### **Recommendations**

Teachers may need to spend more time in helping students to access reading material for reading comprehension practice so as to boost performance and competence in this area.

### **Section B – Essays**

This section required candidates to write an essay, in French, of 250 – 300 words on one of five topics. The section tested candidates' ability to express themselves in French in a reflective, well organized fashion on a topic related to current issues as outlined in the syllabus. Much maturity of thought is expected of candidates in this section.

Examiners expect that candidates will be able to adhere to the fundamental structure of essay-writing and so produce essays with a brief introduction, three to five paragraphs focusing on different aspects of the topic under discussion, and include a brief conclusion.

Candidates' performance on this section was generally not of a high level. Very few responses were in the excellent category.

#### Question 3

Very few candidates opted to attempt this question. For those who did attempt it, performance ranged in the 'Good' to 'Very Good' category since most of them were able to give reasons for the marginalisation of men, its negative effects and solutions.

#### Question 4

Very few candidates attempted to answer this question, the most challenging of all the essay questions set. Candidates did not seem to be comfortable with the whole issue of remittances and the economic benefits of such remittances.

#### Question 5

This was, by far, the most popular question although it was not always well handled by those who attempted it. There was a wide range of scores. However, most candidates were able to speak to the issue of crime and violence, the different types and causes and how they destabilised families and society at large.

#### Question 6

This question was fairly popular among the candidates who dealt with the issue at hand satisfactorily. There were reasonable and mature arguments about the government's role in providing housing accommodation for its citizens.

Question 7

Candidates who answered this question were able to present reasonable arguments on the crime and violence which were tearing families and the society apart and to relate these to the Caribbean experience.

A number of candidates organized their essays quite well, including facts and opinions to enhance their essays. However, they were weak in correctness of expression and range of vocabulary and use of idioms. There were a few instances when candidates' answers were less than satisfactory in that their 'essay' comprised only a few lines.

**Recommendations**

- (i) Teachers should be encouraged to place greater emphasis on getting students to interpret carefully on essay topics, highlighting key words or concepts, so that a fully informed response, supported by facts, can be properly dealt with.
- (ii) Teachers should provide students with more practice in the correct use of grammatical structures and stylistic features in order to produce better essays.
- (iii) More practice in essay writing, beginning with introduction, paragraphs, body paragraphs and concluding paragraphs, should be provided in order to get students accustomed to evaluating and discussing topical issues. This will also help students to analyse their errors.

**Paper 03 - Literary Analysis and Themes**

This paper was divided into two sections. In Section A, candidates were required to analyse an extract from one of four prescribed literary texts. Candidates were expected to describe and analyse plot, setting, character and narrative techniques.

Section B consisted of four essay topics. Candidates were expected to write on one of them, in English, using 350 – 400 words. This section was subdivided into two parts, each with a different theme. The themes were “*La Jeunesse*” and “*L’Individu et la société*”. In answering the question, candidates were required to focus on one of the literary texts they had studied.

Most candidates observed the instructions for this exam and used two texts, one to answer general questions on the extracts, and the other to answer one of the essays. All four of the extracts were attempted by the candidates.

**Section A – Literary Analysis**1: *L’Enfant noir*

This was a popular choice. However, not many candidates were able to give complete answers to questions. In parts (a) and (c), which required information on the personalities of the father and mother, some of this was provided. The answers to parts (b) and (d) were also, at times, incomplete. Candidates should be encouraged to read texts more closely so that their answers will be more balanced.

2: L'Odeur du café

This was not a popular choice. Just as in L'enfant noir, answers were at times incomplete. Far more information could have been provided in answering parts (b) and (c) which required details on grandparents. In responding to part (b), for example, there were many references to the absence of the grandfather but not much mention was made of his infidelity. There also seemed to be some uncertainty with regard to the themes of the novel.

3: L'Etranger

This was another popular choice. Parts (a) and (c) were generally well done. Part (d) proved to be the most challenging. Candidates generally did not indicate that they understood that they were being asked to comment on the narrative technique that was used. There may be need for more practice in understanding, identifying and analysing narrative techniques and their importance to the appreciation of literary works.

4: Une si longue lettre

Candidates who answered the questions on this extract generally performed well. In some questions the majority of candidates scored full marks. Part (d) seemed to be the most challenging as candidates failed to fully describe the various reactions to the offer of marriage.

**Recommendations**

1. Candidates need to be more analytical when answering questions so that they may be able to more fully exploit all the information which might be relevant to a particular question.
2. Candidates need to prepare themselves to answer questions which may deal with literary/narrative techniques.

**Section B – Themes**

Candidates were required to write one essay in English based on one of the two themes, that is, “*La Jeunesse*” or “*L’individu et la société.*” Specific texts were to be studied for each theme. The prescribed texts which fell under the theme “*La jeunesse*” were L’Enfant Noir and “L’Odeur du Café”. The texts to be studied under the theme “*L’individu et la société*” were L’Etranger and “Une si longue lettre”.

Most candidates responded to their question of choice, using the prescribed text, but in some instances the specified guidelines were not followed.

L’Enfant Noir

The essays on *L’Enfant Noir* were generally well written. There was the appropriate use of quotations and relevant examples. Themes were fairly well developed. At times, however, conclusions were not appropriate.

L’Odeur du Café

The theme of childhood was generally satisfactory. However, candidates seemed to be vague in their analysis. Essays did not seem to be well planned or they focused on irrelevant issues.

L'Etranger

Candidates who chose this work to answer their question generally gave a fair performance. Sometimes however, they took too long to get the point. Nevertheless, valid points were made with reference to heroism and tradition. Commendable attempts were also made to connect the novel/theme to the world at large.

Une si longue lettre

Candidates who chose to discuss this novel performed well. Some candidates made excellent comparisons between the characters in the novel.

**Recommendations**

The following should be noted:

1. Candidates should be careful not to exceed the word limit. It is better to be concise and relevant.
2. Candidates need to study in detail more than one text.
3. Candidates need to learn to apply knowledge in a more appropriate manner.
4. Candidates must be encouraged to spend some time planning/structuring their essays.

**UNIT 2****Paper 01 - Listening Comprehension**

Candidates were required to respond, in English, to a series of questions based on five short selections and an extended interview. The selections and interview were recorded in French. The subject matter for the selections came from each Module of the Unit, as set out in the syllabus: the role and influence of the media, gender issues (Module 1), information technology in today's world (Module 2) and the significance of agriculture, oil, the impact of tourism (Module 3). The performance on this paper was of a very high standard.

Nevertheless, it is recommended that candidates pay attention to the way in which they express themselves in English. They should avoid long, complex sentence structures and aim to be concise. Although candidates are encouraged to use previous knowledge or general knowledge to help them to understand the selections, they must remember that answers must come strictly from the text heard. Literal translations should be avoided.

**Section A – Short Selections**Selection 1

Candidate performance was very good. Most candidates understood the general comment about television, its popularity and its role as the prime means of communication in developing countries. Part (b) proved to be challenging, as candidates named images and styles as some of the things portrayed on television. The word “*idées*” was sometimes expressed in other forms, but the reference to “*la condition humaine*” was often omitted or expressed as “the public” or “humanity”.

Part (c) was well done. Most candidates understood that people of all nationalities, ages and social classes watched television. The amount of time a child spent watching – “*plusieurs heures par semaine*” was well done, although some candidates omitted “per week”, and several misunderstood “*plusieurs*”.

### Selection 2

Candidates performed well on this selection. Part (b), however, was challenging. Some candidates understood only a part of the answer – girls have more restrictions placed on them, and they are not given the opportunity to progress in life. With respect to part (c), most candidates earned the mark for “poverty”. However, there was some difficulty experienced in responding to part (d). Many candidates did not understand that women were rarely allowed to be religious leaders or to take part in certain ceremonies. Part (e) was well handled, although some candidates appeared to be confused with “*l'égalité*” and “*légalité*”, while “*l'application de lois*” was often translated literally.

### Selection 3

Many candidates understood that agriculture helped to meet the needs of the population, but the expression “*subvenir aux besoins*” led to answers that included references to “survival” and “subsidizing”.

Some candidates did not understand “*le climat défavorable et le manque de capital financier*”, producing answers such as “They do not have a favourable climate in the financial capitals.” Most candidates were able to identify all of the ways in agriculture had a negative impact on the environment - water pollution, the extinction of certain species and the degradation of the environment. “*La pollution des eaux*” was problematic, as sometimes only “pollution” was given.

### Selection 4

Part (a) was extremely well done, while part (b) proved to be challenging to several candidates. Candidates understood that something would be reduced but not everyone understood that it was the production of oil. Some candidates were confused by the fact that the rate of production was increasing or peaking.

The need to conserve or manage reserves - “*ménager des réserves*” - was not well understood. Candidates sometimes found it difficult to understand whether “*réserves*” was a noun or a verb.

Part (c) was well done. Most candidates were able to use “sustainable”, “lasting” for “*projets durables*” and this is quite pleasing, but several wrote “strong”, “hardcore” or omitted the word.

### Selection 5

This was very well done. Some candidates chose option (b), perhaps because they felt that the fact that tourism caused social problems meant that it had lost its appeal. The options most often omitted were (h), (f) and (e).

## **Section B – Extended Interview**

### Selection 6

The performance on this selection was most pleasing, with a number of candidates scoring full marks. The description of the computer, part (a), was accurate, although some candidates did not understand “*siècle*”. The areas suggested for installing the computer were readily identified – living room, office, bedroom, but some candidates had difficulty expressing the way in which the computer could unite the family. They did not include the fact that brothers and sisters or members of the family worked together to try to understand how computers worked.

With regard to part (d), candidates had difficulty expressing themselves clearly. Most understood, however, that parents, who were the traditional intellectual leaders in the family, were now learning about computers from their children.

In part (e), many candidates understood that computers did not have the personal “contact” or touch that teachers had with their students, but few were able to express the idea that computers could not replace teachers. Some gave totally wrong answers – that computers facilitated contact.

Performance on part (g) was satisfactory. Most candidates understood that the computer helped children to compose poems and songs, and improved their drawing. However, difficulty arose with “*écrire [leurs] propres textes*”. Candidates wrote “learn proper writing/write properly/write in Standard English/write proper text(s)”. The word “books” was rarely mentioned. Both “*propres*” and “*textes*” proved to be challenging, therefore the word “*écriture*” was often interpreted as “literature”.

Question (h) proved to be straightforward for candidates.

## **Paper 02 - Reading and Writing**

### **Section A – Reading Comprehension**

This section consisted of two passages with questions based on the passages. Candidates were to answer all questions in Section A.

Passage (1) of Section A was designed to test the ability of the candidates to select relevant information and answer five questions, **in English**, showing comprehension of the passage: (a) - (e). In (f) - (j), candidates were required to identify synonyms. Passage 2 required candidates to answer in French, in their own words, seven questions asked in French.

#### Passage 1: *La culture antillaise*

Candidates’ performance on this question was fairly good. This question required candidates to answer the questions posed in English. Candidates were able to read and understand the passage quite well and the marks fell within the upper range of 16 – 24.

Most candidates gained two marks for part (a), although, very few of them were able to identify that it normally took place on weekends or that the last three days of Carnival was the only period of non-stop activity.

Part (b) posed hardly any difficulty to the candidates.

In part (c), most candidates recognized that the “*bouillon d’aourara*” is eaten at Easter and Pentecost and that it is prepared in honour of distinguished visitors. However, only a small number of candidates were able to say that those who ate it would return to French Guiana.

Part (d) posed hardly any difficulty to the candidates.

Part (e) posed the greatest difficulty to candidates and very few were able to identify that there is a difference between earlier visitors’ interest in the island and that of today’s visitors.

For parts (f) - (j), many candidates were unable to identify the synonym for “*distingué*” as “*de marque*”. On the whole, this section fared well.

## Recommendations

- (i) Teachers must encourage students to pay attention to parts of speech when doing the question on synonyms.
- (ii) Teachers must also encourage students to read extensively on the core and related topics of Module 1 to give themselves an advantage in this section of the examination.

### Passage 2: *Le commerce électronique*

In this question candidates were required to respond **in their own words**, in French, to questions posed in French. However, very few candidates made any attempt to do so. They copied sections of their responses directly from the passage. Despite this, most candidates performed satisfactorily on this question.

Part (a) was generally well handled, with candidates producing synonyms for integration of cultures that were creative, for example, “*mondialisation de culture*”. Instead of “*c’est profitable à tous les niveaux*”, some candidates wrote “*joue un rôle primordial*”.

Part (b) was well done with most candidates scoring maximum marks.

Part (c) was fairly well done. On the rare occasion, candidates confused “*milliards*” with “*millions*” or left out “*centaines de milliards...*” in their answers.

Part (d) proved to be challenging for some candidates. Many of them did not explicitly express “*ils le prennent au sérieux*” but listed the questions under consideration and gained the mark. Some candidates located the answer to the question and simply re-wrote the entire third paragraph, completely ignoring the instructions to use their own words. The question required some amount of synthesis but this was not grasped by many candidates. Candidates were able to express “questioning” using “*s’interroge*” or “*questionne*”. Most candidates had difficulty in indicating clearly the attitude of governments on the matter of e-commerce.

Part (e) was not fully understood and proved quite challenging. Some candidates understood “*le fossé économique*” and tried to offer a detailed explanation, sometimes providing an answer which was far from clearly expressed – causing confusion in their own minds. Some candidates failed to express “*l’écart*” or the words “*les pays*” or “*citoyens*” and lost marks as a result. The word “*instruit*” posed some problems for some candidates, either referring to people’s ability to manipulate a computer/Internet, or their educational level on the whole.

Part (f) eluded some candidates who were only able to respond in part. Many candidates wrote about protecting the rights of the consumers and suppliers but omitted to mention that confidentiality of transactions was ensured.

## Recommendation

Teachers should encourage their students to make a concerted effort to use their own words when answering the questions on Passage 2. This may require the devotion of a number of sessions to vocabulary building.



## Section B – Essays

This section required candidates to write an essay, in French, of 250 – 300 words on one of five topics. This section tested candidates' ability to express themselves in French in a reflective, well organized fashion on a topic related to current issues as outlined in the syllabus. Much maturity of thought is expected of candidates in this section. Examiners expect that candidates will be able to adhere to the fundamental structure of essay-writing and so produce essays with a brief introduction, three to five paragraphs focusing on different aspects of the topic under discussion, and include a brief conclusion.

Some essays were exceptional and obtained maximum marks. While the majority of candidates scored between 15 – 18 marks out of a possible 24 marks, there were those who performed poorly, displaying limited capability in the language.

Most candidates chose to do question 5, while questions 4 and 6 were the least popular. Generally, candidates lost marks for inadequate development of points and unclear language.

### Common linguistic errors found were:

- (a) Many words coined from English were included: *provideurs, empouvoir, commitment, la challenge, un victim, meuré, morté, involvé, géranter, contribuer*. Spanish also had its place, for example, “*le crimen*”
- (b) Vocabulary lapses: “*une ‘descend’ or ‘réduit’ dans l’économie*”.
- (c) Structural errors: “*le discrimination racisme*”
- (d) Spelling errors with words ending in ‘eux’: \**“nombreaux”*, \**“cheveaux”*
- (e) Problems with use of “ce”, “cette”, “ça”: \**“Il ne sait pas les vrai conséquence de cette”*  
\**“Ça chiffre est toujours augmenter.”*
- (f) Problems with “beaucoup”: \**“beaucoup des voitures”*
- (g) Problems with terms preceding countries: “*dans Trinité*”
- (h) Weak essential grammar structures:
  - *“parce qu’il utiliser ...”*
  - *“les parents ont achetés un ordinateur pour leurs, et ordinateurs portables pour le uns enfants”*
  - *“Beaucoup des changements ont passent rapidement”*

### Question 3

A number of candidates ignored the fact that the question referred to lifestyle diseases and spoke about sterility and reproductive cloning, organ transplants (when one organ is absent), or plastic surgery. Many candidates did not address the fact that lifestyle diseases are predictable. Many of them did not write anything about controlling or managing these diseases.

### Question 4

Very few candidates attempted this question. Those who did in fact write on this essay performed fairly well.

Question 5

This question was by far the most popular among candidates. Performance varied, but overall, this essay was generally well handled.

Question 6

This question was treated mechanically by many candidates who, instead of relating cell phone use to social relations, simply expounded on the pros and cons of cell phone usage.

Question 7

This question could have been better handled if candidates had focused on the benefits for countries which attempted to invest in canning some of their local food rather than importing at huge costs, thereby creating other problems for the country.

**Recommendations**

- (i) Teachers should encourage their students to:
  - a) plan their essays well – introduction, properly developed paragraphs, brief conclusion, while avoiding repetition
  - b) interpret the topic given and present a variety of perspectives
  - c) avoid imbalance in essay-writing
- (ii) Candidates must be encouraged to pay careful attention to grammatical structures.
- (iii) Candidates must improve their grammar skills and, in so doing, their writing skills. Candidates need to broaden their knowledge base on the topics according to the content given in the Modules in the syllabus.
- (iv) Candidates must be careful not to plagiarise as they will be penalised for this practice.

**Paper 03 - Literary Analysis and Themes**

This paper was divided into two sections. In Section A, candidates were required to analyse an extract from one of four prescribed literary texts. Candidates were expected to describe and analyse plot, setting, character and narrative techniques. Candidates were also expected to display detailed knowledge of the structure and content of the text.

Section B consisted of four essay topics. Candidates were expected to write on one topic, in English, using 350 – 400 words. This section was subdivided into two parts, each with a different theme. The themes were “*La vie rurale*” and “*Les conflits politiques et sociaux*”. In writing the essay, candidates were required to focus on one of the literary texts they had studied.

Most candidates observed the instructions for this exam and used two texts, one to answer general questions on the extracts, and the other to answer one of the essays. All four of the extracts were attempted by the candidates.

**Section A – Literary Analysis**1. *La Rue Cases-Nègres*

This was a popular choice and generally well done. Candidates responded well to parts (a) and (d). One area of concern is the candidates’ inability to list themes as one word as opposed to describing

their idea – therefore giving long explanations. Candidates were weak in organization of the answer for part (c) and at times just included quotes without any statements.

2. Maria Chapdelaine

There were very few responses to this question which suggests that the novel is not a popular choice. Most responses were good.

3. Gouverneurs de la Rosée

This question was also not a popular choice. The better responses were for parts (a) and (d). However, candidates must express themselves more concisely and would benefit from exploring the main themes of each text.

4. La Tragédie du Roi Christophe

This was a very popular question. Parts (b) and (c) posed some challenges to the candidates. Candidates did not note that Dékira did indeed come to a decision ( part (b) ).

### **Recommendation**

Candidates must concentrate on the extract and attempt to respond in a clear and concise manner. The extracts are not potential essays. They must also base responses on the extract unless asked to look outside of it.

### **Section B – Themes**

5. The Importance of Family and Friends

This was indeed a popular question. Responses were very good and there were a few excellent essays. Candidates made an attempt to look at both family and friends but some limited themselves to examining ‘*M'man Tire*’ only. With so many examples in the novel, it was at times disappointing that candidates did not thoroughly explore these examples.

6. Loneliness is a Major Theme in Novels

This was not a popular question. When it was attempted, candidates did not reveal that they had fully grasped all aspects of the question – especially if the novel used was ‘*La rue cases – nègres*’ where loneliness is NOT a major theme.

7. A Dismal View of Humanity

Although not a popular question, it was pleasing to see those essays which dealt with ‘*Gouverneurs de la Rosée*’ and looked at the positive elements as well, ... because some candidates did NOT do so. There was too much story telling, resulting in excessively long essays.

8. Perseverance is the Only Important Attribute of Leadership

This was the most popular question. Many candidates were able to discuss the question in a thorough manner and saw that qualities other than perseverance were desirable in the good leader. Others dealt only with perseverance.

## Recommendations

- (i) The prescribed novels are set to relate to specific themes. It would be better for candidates to study the texts in relation to said themes. When candidates rely too heavily on philosophical backgrounds and theory they tend not to respond to the question as it relates to the theme. Essays must focus on the question as they relate to the themes, with candidates providing a balanced discussion of the question. For example, responses on “*Gouverneurs de la Rosée*” were heavily based on Marxist philosophy. Candidates should avoid random discussion of ideological/sociological/philosophical issues unless it is asked for in the question.
- (ii) Candidates must obey the word limit. Furthermore, they must be shown how to plan and structure their essays, for example, introduction/body/conclusion and paragraph development.
- (iii) Quotes should not be prolonged nor used as a paragraph, and they must be supported by some point.
- (iv) Attention must be given to the important themes of the texts.

## Paper 04 - Internal Assessment

### Units 1 and 2

In most cases, the moderator approved of the marks which were awarded by the examiner at the centre. It was encouraging to note that the range of performances included some which fell into the categories of good, very good and excellent.

However, it was also noted that there was some disparity in complexity of questions to which candidates were required to respond. At some centres questions asked bordered on the CSEC level whereas at other centres, candidates were asked to respond to questions at a more appropriate level.

In some instances there were also serious problems with regard to the levels (volume) at which recordings were made. Examiners are reminded to test voice levels before the commencement of the exam since the moderator sometimes found it very difficult to hear comfortably all that was said.

This is a paper to which more time should be dedicated in terms of preparation, since it was obvious that some candidates were finding it extremely difficult to express themselves in standard French, although it was obvious that they had good ideas.

## General Observations Regarding the Examination

### Units 1 and 2

- (a) Candidates need to be reminded that they must take the time to read questions carefully before attempting to give answers. Marks are lost because responses which are only partly accurate are provided.
- (b) Candidates also need to ensure that they master the grammar, vocabulary and idiomatic expressions that will help them to obtain high scores when answering questions.
- (c) Greater attention must be paid to mastering the techniques of literary analysis if the overall quality of responses in Paper 03 is to improve.
- (d) There is need for an improvement in fluency in the overall examination. This can only be realised if candidates work on improving their vocabulary and practise speaking in the target language more regularly.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2008**

**FRENCH  
(REGION EXCLUDING TRINIDAD AND TOBAGO)**

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**FRENCH**

**(REGION EXCLUDING TRINIDAD AND TOBAGO)**

**CARIBBEAN ADVANCED PROFICIENCY EXAMINATION**

**MAY / JUNE 2008**

**GENERAL COMMENTS**

The overall performance of candidates in both Units was satisfactory. There were approximately 277 candidates who wrote the Unit 1 and Unit 2 CAPE French examinations. Candidates need to be encouraged to spend more time developing their oral/aural skills in an effort to acquire greater overall proficiency in the language.

**DETAILED COMMENTS**

**UNIT 1**

**Paper 01 - Listening Comprehension**

Candidates were required to respond, in English, to a series of questions based on five short selections and an extended interview, recorded in French. CDs were provided for each candidate.

Candidates attempted to answer most of the questions and there were few cases of the last question being left undone because of insufficient time.

**Section A – Short Selections**

Selection 1

Topic: *Sports (Racism in Football)*

Performance on this selection was fair.

The International Football Federation, FIFA, was correctly recognized as the organization that held a meeting in Zurich. There were, however, many different versions, and candidates seemed confused by the reference to FIFA's executive committee ("The Federation Executive", "The International Committee of Football"). Quite a number of candidates missed the point that the purpose of the meeting was to fight, or apply stiffer penalties against racism in any stadium, rather than simply "discuss" racism. Most were able to identify at least two sanctions, including "disqualifications", "deduction of points", "suspension", and in a few cases, "relegation". Although most candidates understood "2006/2007", they had difficulty with "*à partir de la saison ...*", an important notion to show that sanctions would start from that season and not be limited to a two-year period.

Selection 2

Topic: *The Function of the Family*

Performance was generally unsatisfactory, with many candidates having problems identifying the elements required for each question. The area of research, children and physical activity, was the answer for part (a), but often the answer for part (b) – "the important role played by parents and teachers" – was included in the response to part (a). Candidates were then unable to respond to Part (b). Another challenge was the word "*jeux*", required for two responses. "Children had to face up to the challenges of new activities and organized games", part (c), and "older persons were encouraged to help children because of their knowledge in the area of games", part (d). One other difficulty was avoiding putting the opposite response.

Instead of the children showing enthusiasm and interest, according to the selection, candidates wrote that they lacked enthusiasm, refused to participate or were afraid. Finally, some candidates seem to have misinterpreted “areas” of research, instead, referring to “the home”, “America”, “Africa” and, “physics”.

### Selection 3

Topic: *Depletion of Ozone Layer*

Performance was satisfactory. Many candidates heard and understood “... *son existence et évolution dans le temps et dans l’espace*” but could not apply it to the hole in the ozone layer. Few candidates realized that the industrialized countries had stopped producing CFCs, and wrote answers that had the opposite meaning, doubtless because of preconceived ideas about such countries producing large quantities of gases.

### Selection 4

Topic: *Conservation of the Environment*

Generally, this selection was well done. Many candidates understood that the main goal was to protect the environment, but did not mention how – by implementing sustainable development practices. Several responses referred to using renewable sources of energy. The renewable resource required for part (b) – energy – proved easy for most candidates.

Most candidates also understood at least two of the areas which would benefit from using renewable resources, but the word “*milieux*” presented a challenge for part (d). However, a few candidates were able to add “the restoration of the environment (natural sites)” to the other points “the reduction of waste”, “the elimination of waste/garbage”, to earn full marks. The word “*milieux*” was often rendered as “minerals”. Other responses had no relation to the passage, for example, “reusing left-over food” and “water conservation”.

### Selection 5

Topic: *Urban Green Areas*

This selection required candidates to identify four correct answers out of eight. Performance on this selection was good.

## **Section B – Extended Interview**

### Selection 6

Topic: *Unemployment in France*

Performance ranged from poor to good. The format proved difficult for some, with candidates guessing rather than giving answers from the selection. Candidates performed creditably on the first question. Most candidates understood that France had one of the highest unemployment rates, but failed to add “in the world”. Candidates were also able to identify the group with the highest number of unqualified persons – the young. Many candidates earned a mark for saying that the unemployment rate of small countries was low, but a significant number said the opposite, for example, “Globalization affects small countries like Ireland and [has] a bad effect on their employment rates”.

Many candidates understood the countries named – Japan, the United States, the United Kingdom, but some responses were illogical – Miami, Wyoming, and the United Nations, were listed in addition to the United States for “*le Royaume Uni*”.

Some candidates were confused by the phrase “*le problème n’est pas une surabondance de main d’oeuvre*” and were therefore unable to explain that France’s problem was not an overabundance of manpower, but difficulty creating enough jobs. Candidates found it difficult to identify the elements of comparison in part (i), France being rated the highest in terms of the cost of unskilled labour in proportion to the average median salary, and in part (j) that there were more unqualified young people in France than in most industrialized countries. Examples of incorrect responses included: “They all have a high employment rate” and “France produces well-trained young people...”

### **Recommendations**

More practice in listening to French from a variety of sources is recommended. There should also be more practice in speaking. The vocabulary for each Module should be well known. The environment, as a topic, has very specific expressions and it is expected that teachers will ensure that students learn these expressions.

The topics for each Module are related to the wider world and are topical, sometimes even controversial. It is commendable that students draw on their general knowledge, and it is preferable that they attempt all questions rather than leave them unanswered. On the other hand, students need to focus more closely on the passage so that preconceived ideas do not get in the way. They need to practice identifying the point at which the answer is to be found.

Students should also try to improve their spelling in English.

### **Paper 02 - Reading and Writing**

Performance by the candidates on this paper was considered to be satisfactory. There were a few excellent scripts where candidates scored full marks on the reading component and there were also a few essays in the outstanding category (23-24), gaining the maximum 24 marks. Candidates’ performance on the essay questions ranged from satisfactory to excellent. Most candidates performed satisfactorily.

### **Section A – Reading Comprehension**

This section consisted of two passages with questions based on the passages. Candidates were to answer all questions in Section A. Part 1 of Section A was designed to test the ability of the candidates to select relevant information and answer five questions in ENGLISH, showing comprehension of the passage, (a) – (e). Candidates were required to find synonyms in parts (f) – (j).

#### Passage 1: *La Famille Moderne*

Some candidates found this passage a challenge but there were many others who were able to understand and write the answers appropriately in English. Very few candidates performed poorly in this first section.

In part (a), many candidates understood that women gained access to education but some failed to recognize that women acquired rights.

Part (b) was generally well handled and many candidates received full marks, showing that they understood that the family was a source of refuge and remained a solid aspect of the society.

In part (c), candidates understood that the tradition of having a Sunday meal together was maintained, but only a few understood that this tradition was “no longer” considered compulsory.



Both parts (d) and (e) were generally well-handled as candidates were able to extract the appropriate information.

Parts (f) – (j), which required candidates to find synonyms, were also satisfactorily handled, with “*Souhails*” posing the greatest difficulty in this section of the question.

Many more candidates (at least over 60%) scored in the middle range. Just about 6 % scored in the outstanding category on Passage 1.

### Passage 2: L'écotourisme

This question posed a greater challenge to candidates than question 1. Candidates did not perform as well on this question. Their performance might have been influenced by the sheer task of responding in French to questions posed in French. In many instances, candidates simply ignored the instructions to answer the question in their own words. Too many candidates copied from the passage, albeit, correctly. There was no attempt to rephrase when the answer or answers were found.

In part (a), many candidates only scored partial marks on this question since they did not recognize that the fact that two prestigious international organizations were involved, was a significant factor. Most candidates were able to recognize that the speed at which ecotourism activities developed was significant, as well as the fact that the Internet was the only means of communication for the conference.

While parts (b) and (c) were generally well handled by most candidates, part (d) posed the greatest difficulty for most of the candidates who did not quite grasp the positive impact of ecotourism as highlighted in the passage.

Although part (e) also posed some difficulty for some candidates, this was less of a problem than the previous question. A number of candidates quoted directly from the text, failing to use their own words.

Part (f) was generally well handled by most candidates and only a few did not recognize that one of the reservations expressed involved concerns that ecotourism may not be an “*activité durable*”. A few candidates omitted this response.

In part (g), candidates generally did not express themselves in their own words and quoted directly from the text. A few candidates also omitted this response.

### **Section B – Essays**

This section required candidates to write an essay, in French, of 250 – 300 words on one of five topics. The section tested candidates' ability to express themselves in a reflective and organized fashion, showing relevant coverage of the topic or theme, as well as a coherent treatment of the issues involved. Candidates were expected to express themselves in a well argued and structured way, showing facts, ideas and opinions.

It is expected that at this level the basic structure of an essay will be adhered to by the candidates – a brief introduction, 3 – 4 paragraphs which highlight the different perspectives of the question under examination, and a brief conclusion.

### Question 3

This question was very popular among candidates and was fairly well handled. For the most part, candidates interpreted the question correctly. Some candidates used examples to illustrate their answers.

### Question 4

A few candidates misinterpreted “*quartiers urbains*” as “rural areas” and wrote an essay depicting the problems associated with rural life. This question was the least popular.

### Question 5

A few candidates misunderstood the expression “*en voie de développement*” and wrote an essay on how drug dealers contribute to the development of a country. It was also not a very popular question among candidates.

### Question 6

This was a popular question among candidates and was well handled by those candidates who attempted it.

### Question 7

This question was, by far, the most widely chosen by the candidates and many very good scores were noted.

## **Recommendations**

The ‘content’ of the essays was generally quite good and fairly well organized. Some candidates demonstrated that they had read widely and were therefore able to provide good coverage of the topic chosen. Although some candidates performed creditably on the essay, the quality of responses needs to be better developed. Candidates must pay attention to the tense(s) that they need to use, as well as the subject-verb agreement, use of past participles, articles... Very few candidates enhanced their essays with the use of idioms or varied their vocabulary and generally showed marked inaccuracies of grammar and even lexical items. At this level, basic rules of grammar should be known. Teachers are encouraged to get their students to pay particular attention to the vocabulary related to the various topics they study according to the syllabus. Teachers should also provide more practice in composition writing with a view to producing good written French at an advanced level.

## **General Observations**

1. Candidates should pay close attention to instructions as there were some candidates who gave responses in French where responses in English were required. They should also give consideration to the number of marks awarded for a question as this is usually an indicator of the depth of the answer required.
2. Candidates should, at all times, indicate the question they are answering. There were some candidates who failed to number their responses or some ended up numbering their responses incorrectly.
3. Candidates must be encouraged to pay particular attention to penmanship.
4. Candidates must be careful about writing back pre-learned essays in a related topic. More often than not, the answers they write are not going to be relevant and will, therefore, score a low mark.
5. Candidates should try at all times to present neat work.
6. Candidates must also make every effort to rephrase or use their own words when answering the questions on Passage 2 of Section A.

### Paper 03 - Literary Analysis and Themes

This paper was divided into two sections. In Section A, candidates were required to analyse an extract from one of four prescribed literary texts. Candidates were expected to describe and analyse plot, setting, character and narrative techniques.

Section B consisted of four essay topics. Candidates were expected to write on one topic, in English, using 350 – 400 words. This section was subdivided into two parts, each with a different theme. The themes were “*La Jeunesse*” and “*L’Individu et la société*”. In answering the question, candidates were required to focus on one of the literary texts they had studied.

Most candidates observed the instructions for this exam and used two texts, one to answer general questions on the extracts, and the other to answer the essay. All four of the extracts were attempted by the candidates.

#### Section A – Literary Analysis

1: *L’Enfant noir*

This was a popular choice. However, not many candidates were able to give complete answers to questions. In parts (a) and (c), which required information on the personalities of the father and mother, some of this was provided. The answers to parts (b) and (d) were also, at times, incomplete. Candidates should be encouraged to read texts more closely so that their answers will be more balanced.

2: *L’Odeur du café*

This was not a popular choice. Just as in *L’enfant noir*, answers were at times incomplete. Far more information could have been provided in answering parts (b) and (c) which required details on grandparents. In responding to part (b), for example, there were many references to the absence of the grandfather but not much mention was made of his infidelity. There also seemed to be some uncertainty with regard to the themes of the novel.

3: *L’Etranger*

This was another popular choice. Parts (a) and (c) were generally well done. Part (d) proved to be the most challenging. Candidates generally did not indicate that they understood that they were being asked to comment on the narrative technique that was used. There may be need for more practice in understanding, identifying and analysing narrative techniques and their importance to the appreciation of literary works.

4: *Une si longue lettre*

Candidates who answered the questions on this extract generally performed well. In some questions the majority of candidates scored full marks. Part (d) seemed to be the most challenging as candidates failed to fully describe the various reactions to the offer of marriage.

#### Recommendations

1. Candidates need to be more analytical when answering questions so that they may be able to more fully exploit all the information which might be relevant to a particular question.
2. Candidates need to prepare themselves to answer questions which may deal with literary/narrative techniques.

## Section B – Themes

Candidates were required to write one essay in English based on one of the two themes, that is, “*La Jeunesse*” or “*L’individu et la société.*” Specific texts were to be studied for each theme. The prescribed texts which fell under the theme “*La jeunesse*” were *L’Enfant Noir* and “*L’Odeur du Café.*” The texts to be studied under the theme “*L’individu et la société*” were *L’Etranger* and “*Une si longue lettre.*”

Most candidates responded to their question of choice, using the prescribed text, but in some instances the specified guidelines were not followed.

### *L’Enfant Noir*

The essays on *L’Enfant Noir* were generally well written. There was the appropriate use of quotations and relevant examples. Themes were fairly well developed. At times, however, conclusions were not appropriate.

### *L’Odeur du Café*

The theme of childhood was generally well discussed. Candidates seemed to be vague in their analysis. Essays did not seem to be well planned or, they focused on irrelevant issues.

### *L’Etranger*

Candidates who chose this work to answer their question generally gave a fair performance. Sometimes however, they took too long to get the point. Nevertheless, valid points were made with reference to heroism and tradition. Commendable attempts were also made to connect the novel/theme to the world at large.

### *Une si longue lettre*

Candidates who chose to discuss this novel performed well. Some candidates made excellent comparisons between the characters in the novel.

## Recommendations

The following should be noted:

1. Candidates should be careful not to exceed the word limit. It is better to be concise and relevant.
2. Candidates need to study in detail more than one text.
3. Candidates need to learn to apply knowledge in a more appropriate manner.
4. Candidates must be encouraged to spend some time planning/structuring their essays.

## UNIT 2

### Paper 01 - Listening Comprehension

Candidates were required to respond, in English, to a series of questions based on five short selections and an extended interview recorded in French. The overall performance of the candidates was good.

Nevertheless, it is recommended that candidates pay attention to the way in which they express themselves in English. They should avoid long, complex sentence structures and aim to be concise. Although candidates are encouraged to use previous knowledge or general knowledge to help them to understand the selections, they must remember that answers must come strictly from the text heard. Literal translations should be avoided.

#### Section A – Short Selections

##### Selection 1

Topic: *Léopold Senghor*

Candidates performance was generally satisfactory. Most candidates understood that French-speaking countries were organizing the event, but many went on to specify that it was a country in the Caribbean or Africa, although that was not mentioned in the selection. The majority of candidates understood that the year marked an anniversary, but many did not include the fact that it was the one hundredth anniversary of Senghor's birth.

Few grasped the ideas of “Man of Letters” and “Head of State” to indicate the ways in which he had distinguished himself. However, they were able to note that he promoted cultural diversity. Some candidates were confused by the phrase “*personnifie les valeurs ...*”, and translated it as “being full of valour.”

Most candidates understood the sense in which “*père*” was used – “founding father” – but they failed to add “of the francophone movement”.

##### Selection 2

Topic: *Terrorism*

Candidates performed well on this selection. A number of candidates identified recourse to violence or the threat of violence as key elements in defining terrorism. Many gave the answer for part (b) as part of the answer for part (a), “spreading panic in a society” or “overthrowing governments”. The difference between terrorists and guerillas proved to be challenging because of the expression “*s'emparer de territoires*”. Terrorists were incapable of seizing land or not interested in doing so.

Candidates did not understand the notion of “left” and “right” in politics and struggled to make sense of words they understood, for example, “*ethnique*”, “*séparatiste*”, “*attaques*”, “*sans discrimination*”. Examples of incorrect answers are (i) “They discriminate against politics and attack without reason” and (ii) “based on ethnic differences rather than on rights or wrongs”.

The elements required were that terrorists did not belong to the right or left, were inspired by ethnic or separatist issues, no longer made direct attacks but killed indiscriminately.

##### Selection 3

Topic: *Trends in business, e-commerce*

Performance on this selection was fairly good. Many candidates identified at least two of the details given about the people mentioned – that they earned a living by working at home with e-commerce. Some candidates drew on general knowledge to say what computer knowledge was required. The selection simply mentioned sending e-mail and clicking on the mouse.

Many candidates did not know the answer to part (d) – the difference between certificates and know-how.

#### Selection 4

Topic: *Tourism in Mali*

Again, candidates performed well on this selection. Most candidates understood that tourism had become a key industry, and a pleasing number realized that tourism had made significant advances in interpreting “*le tourisme a fait un pas géant*”. The three sectors influenced by tourism were more challenging. The question required a reference to craft workers, people in the public work sector (often given as transportation works) and agro-industry.

Some candidates misinterpreted the impact of tourism on the stability of the country, stating that economic activity encouraged immigration. Others produced accurate answers: “Tourism helps create economic activity which makes inhabitants of the country remain in the country instead of following the trend of emigration.”

#### Selection 5

Topic: *Natural gas production*

Although performance was very good on this selection, unfortunately, a number of candidates did not follow instructions. Instead of ticking four items they ticked up to seven.

### **Section B – Extended Interview**

#### Selection 6

Topic: *The relevance of computers to education*

Performance on this selection was fairly good. However, some candidates omitted Part 2 of the interview.

The first question was often misunderstood. The computer expert suggested turning the question around – “Il nous fait inverser notre perspective sur la question”, but many candidates were confused by the notion.

Examples:

“He stated that it is possible for the schools to adapt the use of computers.”

“In our perspective computers are very informative to children and useful in schools.”

A good response received was:

“He says that we must change our perspective on that question. We thought that we had to adapt education to the computer! “

Whereas many candidates understood that computer courses were created, few understood that a special language called LOGO was also created for the children.

Answers for part (c), “Who else benefited?” led to many general answers or guesses such as, “Teachers”, “Parents”, “Teenagers” instead of “People with little knowledge of the subject”.

Most candidates were able to identify two of the subjects named (“Chemistry”, “French”, “History”).

Although part (e) was fairly detailed, a pleasing number gave clear and full answers, such as “He acknowledges it as a concern for many, but states that teaching humans is a complex and intricate job not easily replaced by machines. However, computers are to aid the teacher’s skills, not replace the teacher.”

There was general comprehension of the word “*passivité*”, but some candidates failed to understand that a child’s critical development was affected. A religious or mystical attitude towards computers, the attitude to be avoided, was understood by most, as was the way in which computers should be considered. Even those candidates who did not necessarily understand the word “*outils*” gave acceptable answers such as, “a machine” or “an implement to help students”.

Candidates were able to understand that teachers could use the computer to analyse the status of each student’s knowledge or skills and use the results to give specific attention to each student. The response to part (k) was problematic for some because they had to interpret “*une telle pédagogie*”, that is, using information technology and computers in the education system.

## **Recommendations**

As candidates try to choose the correct answer for each item in question 5, they may tick one answer, only to change their mind and choose another slightly similar one. They should remember, however, to leave only four items ticked.

Candidates should try to use information from the selection rather than rely too much on general knowledge. It is better, however, to give an answer than to leave the question unanswered.

Time management is important – a number of candidates did not finish the last section.

## **Paper 02 - Reading and Writing**

### **Section A – Reading Comprehension**

Section A consisted of two passages, the first requiring candidates to respond in English to five questions and to find in the text synonyms for words or phrases given. Passage 2 required candidates to answer, in French, in their own words seven questions asked in French.

#### Passage 1: *Panorama des musiques Africaines*

Most responses fell within the good and very good categories. The section of this question which posed the greatest difficulty was part (b) where many candidates did not quite grasp the meaning of “*ouverte aux métissages*”. A few candidates also had difficulty identifying synonyms in the passage for parts (f) – (j) of the question.

#### Passage 2: *Nouvelles perspectives sur l’agriculture*

This passage (just as Passage 2 in Unit 1) presented more of a challenge for the candidates. Copying wholesale from the text was a common feature of some candidates’ scripts. The rubric clearly states that answers should be given in one’s own words. Material from the passage can be used but should be done in such a way as to demonstrate understanding. Some candidates copied whole phrases verbatim from the text but this technique does not always demonstrate understanding. Candidates must make a concerted effort to express the relevant information needed using different vocabulary or structure, thus showing that they can handle both the ideas and the language. Only few candidates attempted to use their own words and were able to gain scores. Candidates need to pay greater attention to the questions posed by carefully analysing them.

In part (a), many candidates were able to answer competently, but some were unable to provide all the elements required of this question.

Parts (b), (c), (d) were handled well by most of the candidates with part (d) more often than not, receiving the maximum 4 marks.

Part (e) required candidates to comment on the statement below making reference to the passage:  
“*même au niveau international on ne se passionne pas pour l’agriculture*”.

Many candidates did not fully grasp the expression and as a result, made no mention of the two countries involved, Switzerland and Canada. The performance on this question was satisfactory. Scores for the candidates on both passages ranged between the 15 – 18 marks. Both passages had a maximum mark of 24.

Some of the fluent candidates produced long and reflective answers but still managed to score full marks as the answers showed that they fully understood what they read. However, teachers should remind candidates to keep their answers concise and relevant.

## **Section B – Essays**

This section required candidates to write an essay, in French, of 250 – 300 words on one of five topics. This section tested candidates’ ability to express themselves in French in a reflective, well organized fashion on a topic related to current causes as outlined in the syllabus. Much maturity of thought is expected from candidates in this section.

Examiners expect that candidates will be able to adhere to the fundamental structure of essay-writing and so produce essays with a brief introduction, three to five paragraphs focusing on different aspects of the topic under discussion, and include a brief conclusion.

Candidates were given a choice of five questions on each of the following topics: Medicine, digital camera, technology and food production, the internet and children’s games. The essays were marked out of 24, with a maximum of 12 marks for content and presentation, and 12 marks for expression. The overall standard of the performance was satisfactory. There were only a few candidates who could produce well argued and fully organized essays, thereby, scoring in the two top ranges.

Language marks tended to fall in the middle of the “satisfactory” category. Many candidates lost marks due to careless errors. These errors might have been avoided if candidates had spent time in reviewing their finished product. It cannot be over emphasized that thorough and systematic revision is of paramount importance as it is one of the examination techniques which all examination candidates should put into practice.

Marks for content were predominantly between the lower end of the “good” and in the “satisfactory” categories. Introductions and conclusions tended to be weak and therefore, ineffective. There were only few candidates who produced thoughtful, well-structured and developed essays.

Most candidates paid attention to the required number of words (250 – 300 words). There were only a small number of candidates who wrote extremely short essays, which indicated that there was sufficient time allotted for candidates to be able to complete the paper.

### **Common linguistic problems found were:**

- Failure to manipulate infinitive constructions correctly, that is, uncertainty of using prepositions coming after certain verbs or using the incorrect preposition, for example, (*avoir besoin* +N)
- Incorrect form of irregular verbs such as *pouvoir, vouloir, devenir* in the present, perfect or conditional tenses.
- Confusion between *la médecine/les médicaments; le malade/la maladie; mal/mauvais; bien/bon; cette, ce/quel*.
- Unfamiliarity with relative pronoun “*dont*”. Candidates used “*que*” instead or used “*qui*”, for example, “*L’information de leurs enfants que les parents ont perdu le contrôle de*”.
- Far too many candidates used ‘*beaucoup*’ followed by ‘*de la*’, ‘*des*’, ‘*de le*’, ‘*de les*’
- Confusion also between “*parce que*” “*à cause de; peuple/personnes; ne.. que/ ne.. pas; leurs/ils*”



- Failure to use idioms/idiomatic expressions and relevant vocabulary related to the topic under discussion
- Candidates would sometimes simply insert an English word in their essay instead of trying to find another way of expressing what they wanted to say.

Candidates must pay particular attention to the structure of the essay – effective introductions, body and conclusion. One sentence does not constitute one paragraph. Ideas should also be developed within the word limit if candidates are to be assessed as “very good” or “excellent”.

### Question 3

This question was the third most popular question and performance was satisfactory for those who attempted it. It was generally agreed that doctors were the kings of the world as many scientific advances have been made whereby doctors are now able to cure certain illnesses and perform difficult and successful surgical operations. However, a few candidates digressed and discussed animal experimentation and euthanasia which were irrelevant to the topic.

### Questions 4 and 7

These questions were attempted by one and two candidates respectively.

### Question 5

This question was the second most popular question showing that candidates had done some research on the contribution of technology to food production. Good illustrations included ideas on genetically modified plants and fertilizer. However, very few candidates were able to produce very good essays on this topic.

### Question 6

This question was by far the most popular. Some candidates spoke about the benefits of the Internet or its danger rather than show how the parents have lost control of their children because of the Internet. Other candidates answered, giving well founded illustrations.

## **Paper 03 - Literary Analysis and Themes**

This paper was divided into two sections. In Section A, candidates were required to analyse an extract from one of four prescribed literary texts. Candidates were expected to describe and analyse plot, setting, character and narrative techniques. Candidates were also expected to display detailed knowledge of the structure and content of the text.

Section B consisted of four essay topics. Candidates were expected to write on one topic, in English, using 350 – 400 words. This section was subdivided into two parts, each with a different theme. The themes were “*La vie rurale*” and “*Les conflits politiques et sociaux*”. In answering the question, candidates were required to focus on one of the literary texts they had studied.

### **Section A – Literary Analysis**

This section was generally well done.

#### *1. La Rue Cases-Nègres*

- (a) Most candidates got the fact that José would get new shoes though occasionally new clothes were also mentioned. Some candidates missed the point of José’s feelings of inferiority but were still awarded marks for mentioning the quotation << *m’auraient ...dépassé* >>.

- (b) Most candidates understood the point concerning the fact that the children were afraid of Mélie and gave evidence of this fear (lowered heads, immobile bodies, silence) when she passed by.
- (c) Candidates were not always able to express the term ‘mistrustful’ in French but statements which expressed Mélie’s cruelty and dislike as well as José punishment were accepted.
- (d) Themes were generally accurate.

1. Maria Chapdelaine

- (a) Most candidates earned full marks for their responses to this question.
- (b) Most candidates were unable to identify the point that exchanges were more ‘familiar’ than ‘formal’.
- (c) This question proved also to be somewhat challenging. The responses were not very satisfactory.
- (d) Themes were easily identified.

2. Gouverneurs de la Rosée

- (a) Although most candidates were able to identify the tangible aspect (mending of the dress) and the intangible aspect (mending of lives), some found this question a challenge.
- (b) Most candidates were able to mention the quotation << *La vie... c'est un fil...* >> which indicated that they understood what was required in the response.
- (c) This question was handled well by all candidates.
- (d) This question was also answered well although the responses of some candidates were lengthy.

3. La Tragédie du Roi Christophe

- (a) Many candidates used the appropriate quotations in answering this question and were rewarded accordingly.
- (b) The quotation << *état-stable ... femme stable* >> was very often mentioned but a comment on social well being/security was required for a more complete answer.
- (c) The responses to this question were generally accurate.
- (d) Although the responses to this question were generally accurate, it appears that several candidates were not too familiar with the themes since they ‘created’ themes.

**Section B – Themes**

La Vie Rurale

- 5. Most candidates who used the text La Rue Cases-Nègres failed to give a balanced presentation of the subject in that the positive and negative aspects of women were not always discussed in a balanced way. Candidates focused on characters such as Maman Tine and Delia but did not mention characters such as Mélie and Jojo’s stepmother.

In Maria Chapdelaine, emphasis was only placed on Maria Chapdelaine and her mother. Other minor female characters were not mentioned.

The analysis of texts by some candidates was very general and seemed to suggest that they were more familiar with commentaries on the text rather than the text itself.

6. As in the case of question 5, candidates sometimes failed to discuss the question in a balanced way. Positive and negative social values were not given equal attention.

#### Les Conflits Politiques et Sociaux

7. Essays on symbolism were generally good. With regard to “*Gouverneurs de la Rosée*”, candidates were comfortable describing such symbols as water and the earth. However, at times there seemed to be some confusion between the term ‘symbol’ and the term ‘theme’.
8. This question was somewhat similar in its requirements to Question 6 and demanded similar analysis. Some misguided candidates therefore simply used texts from the theme ‘*La Vie Rurale*’ to respond to this question.

#### **Recommendations**

1. Candidates need to pay more attention to the requirements of essays with respect to length. Some essays were too long. This meant that candidates sometimes sacrificed quality for quantity by including irrelevant details.
2. Candidates need to spend more time carefully reading questions so that the application of knowledge can be more appropriate.
3. Candidates need to be encouraged to present essays which are well structured, logical and with a proper introduction and strong conclusion.

### **Paper 04 - Internal Assessment**

#### **Units 1 and 2**

In most cases, the moderator approved of the marks which were awarded by the examiner at the centre. It was encouraging to note that the range of performances included some which fell into the categories of good, very good and excellent.

However, it was also noted that there was some disparity in complexity of questions to which candidates were required to respond. At some centres questions asked by examiners bordered on the CSEC level whereas at other centres, candidates were asked to respond to questions at a more appropriate level.

In some instances there were also serious problems with regard to the levels (volume) at which recordings were made. Examiners are reminded to test voice levels before the commencement of the exam since the moderator sometimes found it very difficult to hear comfortably all that was said.

This is a paper to which more time should be dedicated in terms of preparation, since it was obvious that some candidates were finding it extremely difficult to express themselves in standard French, although it was obvious that they had good ideas.

## **Overall Recommendations Regarding the Examination**

### **Units 1 and 2**

1. Candidates need to be encouraged to pay more attention to the rules of French grammar and syntax.
2. Candidates need to acquire more general knowledge with regard to the areas to be studied in the syllabus. This will enhance their performance.
3. Candidates must read more widely in the language. This will enrich their vocabulary and improve the quality of their writing and spoken language.
4. Candidates must be encouraged to listen more regularly to French radio and television stations if they wish to perform at an acceptable level in the listening comprehension paper.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2009**

**FRENCH**

## FRENCH

### CARIBBEAN ADVANCED PROFICIENCY EXAMINATION

MAY/JUNE 2009

#### GENERAL COMMENTS

The overall performance of candidates in both Units was satisfactory. There were 302 candidates who wrote the Unit 1 and 258 who wrote the Unit 2 French examinations. Candidates need to be encouraged to make full use of the media (print, radio and television) in an effort to improve their written as well as oral and aural skills in French.

Although some questions in this paper were well done, listening comprehension continues to be a very challenging exercise which needs urgent attention. There were a number of cases where candidates were simply writing down words heard and not relating them to the specific contexts at hand. Candidates, however, made an attempt to answer as many questions as possible, but there were a few who left out entire sections, possibly because of insufficient time. Time management is therefore very important if candidates are to achieve at least a satisfactory score.

#### DETAILED COMMENTS

##### UNIT 1

##### Paper 01- Listening Comprehension

In this paper candidates are required to respond to a series of questions based on five short selections and one extended interview. These questions are set in English and candidates are required to respond in English. The topics are set in accordance with Modules 1- 3 of the syllabus.

##### Section A - Short Selections

##### Selection 1

Topic: *Job-seeking and the youth of today*

Candidates performed best on Questions (a) and (e).

- (a) This question was generally well answered by candidates who were able to identify three of the professions mentioned in the selection.
- (b) This question posed some difficulty because candidates' answers were influenced by their current experience of a decline in the job market, rather than on information provided in the selection. They interpreted "the choices are more difficult" to mean "finding a job is more difficult". They understood the word „difficult' but forfeited a mark by referring to the idea of jobs being difficult to obtain.
- (c)-(d) Both questions presented difficulties for candidates. Many candidates misinterpreted what was asked and in fact, provided responses for these two questions which were more appropriate for Question (e).
- (e) Candidates responded satisfactorily to this question.

Selection 2

Topic: *The alert bracelet*

- (a) This question was generally well answered by candidates.
- (b) Most candidates received marks for the bracelet being “inefficient and expensive”. However, some were unable to provide the answer “bulky”. Nevertheless, a number of candidates gave such words as: big, uncomfortable, ungainly and cumbersome.
- (c) Most candidates understood that the bracelet resembled a watch.
- (d) A few candidates scored full marks. Many of those who got two out of three marks did not make the link between the quality of the air and the incidence of asthma attacks.
- (e) Very few candidates scored full marks on this question. The majority of the candidates did not understand that the bracelet could also detect when persons lost consciousness and when elderly persons fell.

Selection 3

Topic: *The effect of climate on endangered species*

- (a) Although this question was generally well answered, many candidates did not specify the number of species in their responses. There were a few scripts where the incorrect word was used to talk about the million species disappearing, for example, “vegetable species”.
- (b) The question was not well answered because it was misinterpreted by many candidates.
- (c) Many candidates seemed not to have understood the word “ours” and instead wrote ‘polar animals’ or ‘polar resources’.

Selection 4

Topic: *General Motors and the Green Revolution*

- (a) This question was well answered by the majority of the candidates although some wrote GM instead of General Motors. However, this was accepted.
- (b) Most candidates correctly responded to this question. Some candidates wrote words like “reduce” or “lessen” which did not give the idea of totally “freeing” themselves from dependency on oil.
- (c) This question was generally well answered. However, candidates need to pay attention to lexical items like “pétrole” and “carburant”, and know the difference between them.

Selection 5

Topic: *Campaign against dog droppings*

- (a) Candidates generally responded well to this question on what took place in Paris last autumn.

- (b) This question was fairly well understood. Some candidates wrote “distributors” and not “dispensers” as the key indicated. Many understood “plastic bags” and “streets” but expressed these ideas in a completely inappropriate way, thereby causing them to lose marks.
- (c) Most candidates understood that something had to be paid in cases of non-compliance. Some understood “a charge”, “a fee”, “a fine”. In many instances they did not write the name of the currency, ‘euros’ or they wrote the incorrect number rather than “180 euros”.

## **Section B - Extended Interview**

### Selection 6

*Interview between a journalist and Roman Hugues on his life and illness*

#### Part 1

- (a) Most candidates earned one or two marks out of three marks for “freelance” or “stylist”, in response to the question on Roman’s profession prior to his illness.
- (b) This question was generally well answered. Candidates were able to list at least two out of four symptoms described by Roman. Usually they got “fatigue” and “fever” correct.
- (c) Candidates did not perform well on this question which asked about the way Roman was treated by his family. The ideas of confiscated property and that the apartment was sold were not always obvious to the candidates.
- (d) A fair attempt was made to answer this question correctly. However, there were instances when answers such as “mother”, “family” or “friends” were given as sources of assistance, but these were obviously wrong.

#### Part 2

- (e) This question, on specific assistance received by Roman was generally well answered. However, many candidates did not realize that “administrative help” was also provided.
- (f) Some candidates realized that Roman was “untouchable” because he had no job, no home and because of his illness, but because their answers were incomplete they lost marks. Some answers given were: “job” and “home” instead of “homeless”, “jobless” and “sickness”.
- (g)-(i) These questions were generally well answered. In Question (h), some candidates qualified “support” but were able to gain full marks. However, the word “*reconnaissance*” was at times interpreted as “recognition”.

## **Recommendations**

- Candidates need to express themselves and their ideas more effectively so that examiners can get a better understanding of what they want to say in English.



- Particular attention must be paid to legibility. Quite often, words were not easily read or understood by the examiners because of poor penmanship.
- More listening practice from a variety of sources is required.
- Vocabulary related to the Modules should be thoroughly reviewed.
- Candidates need to manage their time wisely so as not to omit entire sections of the paper, thereby jeopardizing their chances of earning a good score.
- Candidates must focus only on the passages at hand and not let their general knowledge of the topics influence their answers. It is good to see that many of them are knowledgeable about certain issues. However, they must be careful not to include knowledge external to what is provided in the passages, if it is not relevant.

## **Paper 02 - Reading and Writing**

### **Section A - Reading Comprehension**

In this section of Paper 02, candidates are presented with two passages, both in French, and are required to respond to questions based on the material. For Passage 1, candidates are asked to respond to the material in English to questions asked in English. For Passage 2 the questions are in French and candidates are required to respond in French.

#### Passage 1 *Passe ton bac d'abord! La course au diplôme ou apprendre un métier?*

Performance was satisfactory but a significant number of candidates had difficulty with some questions. Forty-two per cent of candidates scored above 11 marks (45.8 per cent) out of a maximum of 24 marks.

Most candidates were able to answer Question (a) correctly, but some did not focus on “graduates” and so did not mention their uncertainty as to what job to get, or their going from small job to small job not related to their degree; the word “*boulot*” was often misinterpreted.

Question (b) was well done. Relatively few candidates identified “*les bons élèves*” as those with problems. An example of a full response was; “Good candidates are the ones that are the most challenged to find suitable work because they complain about being overwhelmed by too many choices, too much information, as well as too much pressure.”

While responses to Question (c) were satisfactory, Question (d) proved to be challenging, as candidates failed to identify the relevant section of the passage, but gave information not included in the passage.

The majority of the answers for Question (e) (i) were correct but Question (e) (ii) was misunderstood by most candidates who often gave a literal translation of “*instaurer un vrai parcours du combattant...*” or suggested that there was a special examination set up by the State. The synonyms were challenging. Teachers may need to give more practice in this area.

Answers for Question (f), for example, included “*de boulot en boulot*”, “*la majorité*”, “*on constate*” instead of “*cependant*”. Many candidates chose “*suite à*” as the synonym of “*conforme à*” instead of “*en adéquation avec*”. Relatively few candidates answered all five synonyms correctly.

Passage 2 Pollution et incidences sur les écosystèmes guadeloupéens

Performance on this passage was much better than on the first. Candidates, however, needed to be more attentive to the rubric which required that they answer in their own words. Some candidates had difficulty locating answers, or misinterpreted certain key words.

For Question (a), although some candidates did not understand the word “*carences*”, many were able to identify the similarities between the “*départments*”. One candidate wrote: “\*Comme les autres départements d’outre-mer la Guadeloupe est responsable pour une croissance significative de son secteur tertiaire, une urbanisation florissante e rune pénurie en concernant de politique et de plan.\*”

Although “*données économiques*” presented a challenge for some, many candidates identified the important sectors of the economy. Several had difficulty, though, presenting sugar cane, bananas and tourism as the main contributors to the economy.

While Question (c) presented little difficulty, in Question (d), not all candidates were able to identify two sources of pollution, and a number of candidates did not understand “*rejets*”.

Question (e) was done quite well, although several candidates did not understand “*chute de la teneur en oxygène*”.

The responses to Question (f) were satisfactory.

**Section B - Essays**

In this section candidates are required to write an essay in FRENCH of 250 - 300 words on one of five topics. This section tests the candidates’ ability to express themselves in French in an analytical and logical manner related to the theme as outlined in the syllabus. Performance is judged by the way in which candidates are able to show organization and coverage of the topic, relevance, facts, ideas and opinions. Correctness of expression is measured by how well candidates use a wide range of vocabulary and idioms as well as demonstrate accuracy of grammatical structure.

Performance ranged from poor to excellent. All five essays were attempted by candidates, with Question 5 being the most popular. The question that was least popular was Question 4. Candidates should make certain that they understand all the words in the question they select. They should pay attention to instructions – “*Discutez*” requires looking at several angles of a topic. There is also a need for serious grammar revision.

Question 3

Some candidates wrote on the causes of abuse rather than the types of abuse found in the Caribbean. However, overall performance was satisfactory with the mean mark being 12.26 (51 per cent) out of a maximum 24 marks.

Question 4

Some of those who attempted this question did not understand the word “*entité*”. A few candidates misinterpreted “*l’État*” to mean United States or France. Overall performance was satisfactory, there being a mean mark of 11.50 (48 per cent) out of a maximum 24 marks.

### Question 5

Many candidates discussed “*les inégalités sociales*”, “*le crime*” and “*la violence*” separately, without showing the link between them. Several candidates did, however, write about poverty, capitalist society and lack of opportunity as factors leading to crime.

### Question 6

Some candidates ignored the second part of the question, but several were able to give examples of women who have gained some power, especially in Jamaica.

### Question 7

The level of performance in this question was satisfactory, as many candidates were able to give relevant information and discuss both causes and consequences. This was the best answered of the essays.

The standard of French used by candidates was at times unsatisfactory. Some of the more common errors were in the following areas:

- Subject/verb agreement.
- Adjective/noun agreement.
- “*À*” and “*le*”.
- The conjugation of verbs. Many verbs were either not properly conjugated or were used in the infinitive.
- Relative pronouns for example, “\**les problèmes qu’elles font face*”.
- Prepositions, for example, *en lieu de*.
- The passive.

## **Paper 03 - Literary Analysis and Themes**

### **Section A - Literary Analysis**

Candidates were required to answer questions on one of four extracts.

(1) *Les conseils d’un père. (L’enfant noir)*

Although the instructions in the questions were clear, there was a tendency for candidates to provide irrelevant information. Some candidates made reference to the entire novel itself rather than concentrating on the extract. This was a very popular choice as a question. Candidates, in general, performed relatively well.

(2) *Le marchand de foin (L’odeur du café)*

This was not a popular choice among candidates. Candidates generally failed to fully understand what was required in Part (c) of this question: “*Discutez brièvement l’importance du mariage dans cet extrait.*”

(3) *Le procès (L’étranger)*

This was a popular choice but generally it was not well done. Part (b) required candidates to identify those elements which suggested a real trial. Many candidates, however, paraphrased the description of the court scene.

(4) Evolution des normes.(Une si longue lettre)

This was a popular choice. In Part (b) however, many candidates simply gave a quotation from the passage instead of comparing and contrasting the men of two generations, as was required. On the other hand, too much information was given for Part (c), which dealt with the attributes of the modern husband.

## Section B - Themes

Candidates were required to write an essay based on a particular theme: *La Jeunesse* or *L'individu et la société*. There were four questions, two on each theme. Candidates were required to choose one and to answer with close reference to a specific text.

### Question 5

“Male characters are often cast in a negative light.” Discuss this viewpoint with reference to some of the adult male characters in the text you have studied.

Candidates highlighted one or two male characters only and did not do justice to the question. Teachers need to help candidates to understand the full meaning of the term “discuss”.

### Question 6

“A narrator’s knowledge and experience of life are often rich and varied.” Comment on this point of view with reference to the text that you have studied.

Many candidates used a text found under another theme, for example, *L'Etranger* (*L'individu et la société*), this was of course not appropriate to the section entitled *La Jeunesse*.

### Question 7

“The absence of any positive interaction among characters is quite evident to the reader of this work.” Discuss this statement with reference to the text you have studied.

Candidates generally did not provide balanced answers to this question. There was a tendency to agree with the statement given or only discuss one character.

### Question 8

“Simply a reflection of everyday life.” Discuss this view of the text that you have studied.

Candidates had difficulty interpreting the term ‘everyday life’. There was also more narration than analysis.

It is suggested that more exercises along the line of ‘*explication de texte*’, as well as the development and study of a variety of essay topics and essay plans, should be a regular feature of teaching literature. Such measures would help to improve candidate performance with regard to this paper.

## UNIT 2

### Paper 01- Listening Comprehension

In this paper candidates are required to respond to a series of questions based on five short selections and one extended interview. These questions are set in English and candidates are required to respond in English. The topics are set in accordance with Modules 1- 3 of the syllabus.

The overall performance of the candidates was good. Candidates, however, should pay attention to the way in which they express themselves in English. They should avoid poor English constructions and aim to be concise but accurate in their answers. Candidates must also remember that although their general knowledge of the topic in the Modules should be good, they must extract their answers directly from the selection at hand. It must be noted that literal translations sometimes, if not all the time, produce stilted English, as well as very awkward expressions, and should be avoided.

#### Section A - Short Selections

##### Selection 1

Topic: *Beauty contests*

- (a) Performance on this question was generally satisfactory. Candidates seemed to have found this question interesting.
- (b) Candidates were able to give at least two of the required answers most of the time. This question was well done.
- (c) Again, good performance was shown by candidates on this question.
- (d) Some candidates did not include the nationality of Yves Gérard. Some who did not include the nationality, just said he was a stylist or a designer.
- (e) This question was generally well answered. However, a few candidates omitted the element of "local".
- (f) This question was also generally well answered.

##### Selection 2

Topic: *Children in armed forces*

- (a) Some candidates did not pay attention to "*sous l'âge de 18 ans*" and so were unable to score full marks on this question that asked about the composition of the armed forces. Those who were vague and wrote "men and women" received no marks. The correct answer needed to include "boys and girls under the age of 18."
- (b) There was good performance among candidates on this question about the recruitment of members of the armed forces. The majority wrote answers that were awarded at least one mark.
- (c) Some candidates did not know the word "reconnaissance". Most candidates who attempted this question did not score the maximum.

- (d) The majority of candidates were able to score at least one mark out of the two possible marks on this question that asked about the type of participation that was not necessarily required.
- (e) Candidates generally answered correctly on the ways in which girls were sometimes used. This question presented no difficulty.

### Selection 3

Topic: *Food, famine and inflation*

- (a) Candidates were able to provide satisfactory responses to this question that asked how food was described in the selection.
- (b) The majority of candidates were able to score at least two out of three marks in responding to why the rate of inflation not a serious problem in rich countries. The term “household budget” proved a bit of a challenge and in many responses the element of “household” was omitted.
- (c) This question on the factors that are linked to famine in poor countries was also well handled by the candidates.
- (d) Generally, candidates performed well. Candidates understood the idea of reducing prices and increasing agricultural production.

### Selection 4

Topic: *Personal information on the Internet and its repercussions.*

- (a) Candidates did not indicate that they really understood the term “*s’abonnant à*”. Very few candidates were able to produce the correct answer.
- (b) There was a good performance on this question that asked how personal information is shared on the Internet.
- (c) Candidates mistook the term “*les données*” for the verb “to give”. Candidates did not realize that unscrupulous persons were collecting personal information and selling it to banks and other businesses.
- (d) Candidates were not always certain as to the type of currency that was used.

### Selection 5

Topic: *Tourism and its effects*

- (a) This question was generally well done. However, there were candidates who did not recognize the word “*patrimoine*”.
- (b) Most candidates understood that the concept “socio-economic benefits” was one of the required answers to this question, but did not include “reducing environmental pollution”.

- (c) This question proved difficult and candidates were not always able to gain the full three marks. The correct response should have included “information on practices related to respect for human rights and the environment”. However, many candidates did not appear to understand the idea of “respect for human rights”.

## **Section B - Extended Interview**

### Selection 6

Topic: *Interview with a professor on the subject of the safe use of cell phones.*

- (a) This question was generally well done. Candidates understood the idea of “fantastic invention” and “important development”.
- (b) This question was generally well done. Many candidates were able to score at least two out of three marks in responding to what several scientific studies suggest.
- (c) Candidates also responded well to this question which asked about the suggestions of members of the professor’s association.
- (d) Most candidates scored two out of three marks. Some did not understand that all groups were at risk and not only children under the age of 12.
- (e) This question proved to be challenging because candidates did not understand that the answer needed to indicate young children still in the early stages of development.
- (f) This question was well done for the most part. Candidates were aware of what the professor saw as the responsibility of parents.
- (g) The verb “*ciblent*” was not generally understood and so few candidates scored full marks here. However, many candidates understood that advertisements were to be reduced.
- (h) Again in this section, candidates did not see the idea of “in cases of emergency”, as a time when cell phone use by children would be allowed.
- (i) Many candidates failed to score full marks in this question. They did not understand the phrase “*changer le portable d’oreille*”. They ignored the word “*oreille*”, or did not recognize it.

They also confused the words “*corps*” and “*coeur*”. However, most candidates were able to score two out of three marks.

### **Recommendations**

- Every attempt must be made to write legibly.
- Nothing else should be written on the answer paper except the answers to the questions posed.
- Candidates should review vocabulary on the parts of the body.
- Much listening practice is needed by candidates.

## Paper 02 - Reading and Writing

### Section A - Reading Comprehension

Section A consisted of two passages, the first requiring candidates to respond in English to six questions and to find words in the text that were similar in meaning to the five words/expressions that were provided on the paper.

#### Passage 1: *L'esclavage domestique des enfants en Haiti*

The overall performance on this question was satisfactory. Several candidates achieved full marks. Some candidates however, misinterpreted line 8 of the passage “.. *que trente pour cent de ces enfants ne reçoivent qu'un seul repas par jour*”. They stated as part of their response to Question (b) that “the children did not even receive one meal per day”. With regard to Questions g-k (words or phrases that are similar in meaning) the expression “*à cause de*” seemed to pose a challenge to some candidates. This was somewhat surprising given the fact that this expression is commonly used. Several candidates also had difficulty identifying the irony on the Haitian's government's response to the phenomenon of the <<restaveks>> in Question (f).

#### Passage 2: *De l'esclavage au tourisme*

The overall performance of candidates was satisfactory. Some candidates experienced difficulty in expressing answers using their own words. However, it could be deduced that in many cases the level of comprehension was quite high. Some candidates confused the answers for Questions (a) and (b). They gave insufficient information for Question (a) and included in their response to Question (b) the points for Question (a). Some candidates did not pay close attention to the information in the passage, but used their general knowledge of West Indian history to respond to the questions. Question (g) (“<<*Tout ce qui brille n'est pas l'or.*>> *Commentez ce proverbe...*”) proved problematic for a number of candidates who were unable to link the proverb to the relevant section of the reading passage.

### Recommendations

Teachers need to provide students with exercises which will help them to enrich their vocabulary, thereby facilitating the ability to respond to questions on comprehension passages without simply lifting extracts wholesale from the text. There is also need for exercises, with passages, designed to encourage the development of closer reading and the development of analytical skills.

### Section B - Essays

This section requires candidates to write an essay in French of 250-300 words on one of five topics. Candidates are expected to display analytical and organizational skills as well as competence in French through adequate and appropriate use of words and expressions. Essay structures are expected to include an introduction and conclusion as well as two to three paragraphs of information and arguments relevant to the topic.

Questions 4 and 5 seemed to be the more popular choices with regard to essays that were written. Some candidates who attempted Question 6 seemed to focus on only one idea. In the case of Question 7, there seemed to be a misinterpretation of the topic in some instances. In many cases, however, while factual content was quite evident, it was encouraging to note that candidates were able to provide a personal opinion. At the same time, it was obvious that time management was clearly a problem for some candidates. This may have contributed to lower scores in some cases.



The better candidates produced a very good level of language, with commendable attempts at a wide range of vocabulary. Some of the phrases included:

- Il convient donc...
- Il est évident que...
- De nos jours...
- En cas d'urgence...
- Cette dissertation a pour but...
- En dernière analyse...

On the other hand, some candidates had difficulties with their essays. Areas of concern included:

- poor subject and verb agreement, for example, "*les ordinateurs est*"
- the use of other languages, for example, "*beaucoup de gens ne salient pas sus maisons*"
- the incorrect position of direct and indirect objects
- the incorrect use of the relative pronoun
- failure to use the infinitive correctly
- the positive of *ne...pas* in compound tenses.

Candidates need to pay closer attention to grammar. They also need to master the techniques of time management so that essays could be well planned and well written within a specific period. At this level it is also expected that maturity of thought will be reflected in the richness of vocabulary and expressions which are used. Specially designed vocabulary exercises might be useful in helping candidates to improve their level of language and style of writing.

### **PAPER 03 - Literary Analysis and Themes**

#### **Section A – Literary Analysis**

Candidates were required to answer questions on one of four extracts taken from the prescribed texts.

(1) *La rue cases-nègres*

For the most part candidates performed well on this question. They demonstrated a sound knowledge of the text and themes.

(2) *Maria Chapdelaine*

The majority of candidates performed creditably on this question. Part (b) proved to be problematic for the weaker candidates. Most candidates had difficulty understanding the term "*audiovisuelle*"-which referred to specific elements of nature that appealed to the senses of sight and hearing.

(3) *Gouverneurs de la rosée*

While some candidates performed well on this question there were others for whom it proved quite challenging. Some candidates were only able to give a partial answer to Part (a) which

required that information be extracted from the text to justify the use of the term “political strategist” with reference to Manuel. For Part (b), which required a response as to the active or inactive lifestyle of characters, some candidates referred to the entire novel instead of the extract.

(4) *La tragédie du Roi Christophe*

Parts (a) and (b), which focused on the person of Christophe, were not always well answered by the candidates. Part (b) was often misinterpreted by the candidates because they did not understand the term “*les implications*”.

### Section B - Themes

Candidates were required to respond to one of four essays. Two essays were given on each of the following themes: *La Vie Rurale* and *Les Conflits Politiques et Sociaux*. Candidates were required to base their answers on one specific text. Performance on all the essays was reasonably good.

#### Question 5

Discuss the theme of movement in relation to the novel that you have studied.

Those candidates who fully understood the question did reasonably well, especially those who chose *Maria Chapdelaine* as the text. Candidates whose answers were based on *La Rue Cases-Nègres* often provided answers that lacked balance.

#### Question 6

“Life could have been worse.” How does this statement apply to the novel that you have studied?

Although this question was popular among candidates, several among them ignored the negative aspects of this question.

#### Question 7

“A case study of life in the developing world.” Discuss this opinion of the text that you have studied.

The overall performance on this question was reasonably good. However, many candidates did not focus on the issues and chose to answer generally about life in the developing world without much reference to the issues in the text.

#### Question 8

“Optimism is not a major feature of this work.” Discuss this comment with reference to the text that you have studied.

Candidates who chose to use *La Tragédie du Roi Christophe* as their main text for discussion were unable to highlight the concept of ‘optimism’ in this play.

Teachers need to ensure that candidates have a thorough knowledge of the text as well as practice in looking at situations, characters and themes from various angles.

## UNITS 1 AND 2

### Paper 04 - Internal Assessment

The overall quality of the candidates' presentations ranged from excellent to poor with the majority of candidates performing at a satisfactory level. A plethora of topics were chosen and for the most part, captured the essence of the syllabus. These topics included environmental issues, poverty, religion, drug trafficking, alcohol addiction and divorce, to mention a few. Teachers must be commended for guiding their candidates correctly in their selection of topics.

The content of the majority of presentations reflected a high level of research which at times caused candidates to exceed the required time limit. Candidates must be cautioned against this practice. In addition, they should be encouraged to make their presentations with greater spontaneity and enthusiasm.

#### Topic Conversation

This section of the examination was well handled by most candidates. Candidates were able to answer promptly and appropriately. Some questions, however, led to a repeat of sections of the prepared presentations.

The following errors were made in the area of grammar and pronunciation:

- (a) Subject-verb agreement , for example, "*les parents doit*", "*le gouvernement ont besoin*", "*les personnes qui n'a pas travail*," "*des bébés peut*"...
- (b) Non-conjugation of verbs as seen in "*ces mesures réduire*", "*le gouvernement fournir*" and "*il réduire*".
- (c) The absence of articles as seen in "*à école*", "*personnes qui fument*" and "*il y a problème*".
- (d) Problems of semantics were also prevalent.

Teachers are therefore encouraged to place a greater emphasis on the teaching of grammar at this level. With regard to pronunciation, candidates anglicized the pronunciation of such words as "*delinquant*", "*isolé*", "*image*" and "*influence*". There was the omission of liaisons between words such as "*les arbres*" and "*Les Etats-Unis*". Finally, words such as "*monde*", "*meilleur*", "*moeurs*", "*meurtre*", "*personnes*" and "*trop*" were generally mispronounced.

#### General Conversation

The marks obtained by several candidates were identical to those obtained in the topic conversation thereby indicating an overall high level of comprehension and fluency. However, in the case of several candidates, it was clear that they were not fully prepared for the range of questions on topical issues. In addition, it was observed that too few questions were being asked in some cases and some questions were too basic thereby creating a great disparity in the level of difficulty of this section of the exam from centre to centre. Teachers are reminded of the need to conform to CXC's guidelines with regard to the length of each section as well as their need to maintain high standards through the type of questions posed.

**Quality of the Tapes/CDs**

It is recommended that teachers:

- Ensure that there are no background noises when conducting the examination.
- Adjust the volume to a high level so that the exam can be easily understood when being replayed by the moderators.
- Replay the tape/CD after recording to verify that there are no flaws.
- Use a standard cassette/CD.

**Overall Recommendations Regarding the Examination**

1. Candidates need to be encouraged to check their work in order to ensure that fundamental grammatical errors do not appear in their presentations.
2. Candidates need to ensure that they fully understand the questions to which they respond before attempting a response.
3. As far as possible, part of every day should be spent speaking or listening to French. This will greatly enhance the level of a candidate's performance at the time of the examination.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION  
MAY/JUNE 2010**

**FRENCH**

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## GENERAL COMMENTS

The overall performance of candidates in both units was once again satisfactory. There were 301 candidates who wrote the Unit 1 examination and 215 who wrote Unit 2. Though the performance of several candidates was very heartening, it must again be noted that two of the main areas of concern continue to be Listening Comprehension and Conversation. Some candidates continue to find it challenging to grasp concepts and ideas spoken in French. Others have similar difficulties with regard to expressing themselves. More time needs to be devoted to the improvement of these skills, both at the group and individual levels. The excellent performance of some candidates is evidence that mastery in these areas can be achieved.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Listening Comprehension

There were 301 candidates who wrote the Listening Comprehension component of the Unit 1 examination. Performance of candidates in Unit 1 ranged from very weak to excellent. Although some questions were quite well done, it is clear that candidates still find listening comprehension to be a very challenging exercise. Therefore, more time needs to be devoted to the development of aural skills in an effort to achieve proficiency in this area. Candidates must understand that some accountability on their part is also necessary if they are to be successful and they, therefore, must use all resources available to them to develop the competence in listening since the contact time at school is limited.

Paper 01 required candidates to respond to a series of questions based on five short selections (Section A) and one extended interview (Section B). The questions were set in English and candidates were required to respond in English. The topics were set in line with the three modules of the syllabus:

- |                      |   |  |
|----------------------|---|--|
| Questions 1 and 2    | - | Module 1 ( <i>L'individu, la famille et la vie journalière</i> ) |
| Questions 3, 4 and 5 | - | Module 3 ( <i>L'environnement</i> )                              |
| Question 6           | - | Module 2 ( <i>La société et les affaires sociales</i> )          |

#### Section A – Short Selections

##### Selection 1 - *The Annual French Music Festival*

This was a topic which was fairly well understood by the majority of candidates and the questions on it were generally well answered. At least 90 per cent of the candidates were able to score marks between the middle and upper ranges of the bands, with most candidates scoring at least 10 marks out of a possible 12 marks for this selection.

For Part (a) some candidates omitted the idea that music was a way, means or vehicle of communication and that it was international. Most of them understood that music was used for communication.

Part (b) was also well done with the majority of candidates recognizing that it was a musical festival. There were a few candidates who re-wrote *fête de la musique*. Candidates must be mindful that answers are to be in English and though musical fête was accepted, they should avoid using the same word.

In Part (c) candidates easily understood the words *populaire* and *grande*. However, *gratuite* posed some difficulty.

For Part (d) most candidates identified the month of June as the time when the annual event occurs. The date, 21st, presented a challenge to some and there were those candidates who thought juin meant May, July or even January. This serves as a reminder to candidates of the importance of listening carefully for particular details.

In Part (e) most candidates were able to understand classical, contemporary and hip-hop as the types of music to be identified. However, *indigène* was not well understood by some candidates. Answers such as contemporal and zendigen were given as translations for *indigène*.

For Part (f) candidates seemed not to have known what *mondialisée* meant. This is surprising as this word often appears in articles and should be a high-frequency word at this stage. Variations such as spread across many cultures, diffused all over the world, globalized were accepted. Again, the number 110 was rarely seen.

### Selection 2 - Europe's Ageing Population

This selection seemed to have presented a challenge to many candidates. Approximately 54 per cent scored two or fewer marks on this question and still there were quite a few who did not attempt to answer the selection at all.

Approximately 16 per cent of the candidates were able to gain full marks on Part (a) of the question. Very few candidates understood the phrase à une allure vertigineuse. However, marks were awarded if the candidates responded that the population of Europe was ageing.

Part (b) of the question was also poorly done. Many candidates were unable to effectively make the comparison between Europe and the rest of the world. However, most of them were able to deduce that 20 per cent of the Europeans were over 60 years of age, though many did not understand that this 20 per cent was compared with 10 per cent for the rest of the world.

For Part (c) a number of candidates did not pay sufficient attention to the message and its content and only understood individual words. The final answer was often incorrect. This question required candidates to state that the number of senior citizens will increase **by** 15 per cent, not **to** 15 per cent as some wrote. Specifics were required so if a candidate wrote It will fall by 15 per cent, Will fall or decrease, these were incorrect. The answer must also make sense. Writing answers such as The senior citizen will be till 15 persons is incomprehensible or In ten years Europe is expected to increase by 15 persons is clearly illogical.

Part (c) of the question seemed to have caused the greatest challenge. Many candidates found it difficult to express themselves adequately and it was necessary to **search** for the correct answer among the words.

For example, candidates wrote responses such as

People are living longer. Youth is lowered, therefore many people will be on pension and less to work.

OR

The active population is lowering. There is a great challenge to fix this or find a solution for the treatment.

OR

— ... As well as giving concern that the entire population is retarding.

The fact that pensions needed to be financed was understood but *la population active en baisse* was not always understood.

### Selection 3 - The Trois Gorges Dam in China

Most candidates were able to score satisfactory marks on this section. Approximately 66 per cent scored at least four out of a possible eight marks.

For Part (a) a large number of candidates were able to state that the dam was located in China, but many did not mention that it was located on the largest river. In some cases, candidates stated the size of the dam as opposed to its location or wrote that the dam was located near a **big flower**. Obviously, they misinterpreted *fleuve*.

Generally, Part (b) was fairly well answered. Many candidates did not include the number 26 in their answers but were able to state correctly that the turbines transform the energy of the water into electricity. Unfortunately, a simple word can distort the entire answer. For instance, *It transforms energy for water and electricity*. At the same time, some of the better candidates were able to capture the essence of the response very effectively by saying *It turns hydro-energy into electricity* or *The 26 turbines were able to generate hydro-electric energy*. There were instances where some candidates did not understand that it was the **energy** of the water that was turned into electricity. One instance where the candidate had all the elements of the answer, but expressed it poorly, is as follows:

It transformation of ener[g]y using water for electricity.

Generally, candidates responded well to Part (c). With respect to the part regarding the negative impact on humans, most candidates understood that one million persons were displaced, which earned them full marks. Nevertheless, there were quite a number of candidates who wrote *millions* instead and they were, therefore, only partially correct. A few, however, also realized that numerous or many workers died. Fortunately, either one or the other of the two responses was correct. *Millions of persons died/ were displaced* could not obtain full marks. A few candidates did not understand that the disaster had already taken place and answered generally that it was something that **could** happen.

Part (d) was satisfactorily answered. In answer to the part regarding the impact on nature, it was correct to state that water pollution or risks of flooding were the negative consequences. Some candidates, however, stated that one of the consequences was *pollution* and this was accepted. No mark was earned for using *denudation* as one of the points in the response.

### Selection 4 - A new species of bat discovered in Madagascar

Performance on this question was fairly good. Approximately 85 per cent of the candidates received at least four out of a possible eight marks.

For Part (a), most candidates received two out of the maximum three marks, for recognizing that the bats were small with large organs. There were candidates, however, who did not seem to understand that the **organs** were large, flat and sticky. The weight of the bat was generally omitted. Some answers regarding the weight were a bit ludicrous or unrealistic: *one fifteenth of a gram* or *one-fifth of a gram*. Furthermore, the bats were described by many candidates as having fur. Some candidates said the bats had feathers, claws, antlers, fingers or even clothes. The bats were also described as a type of Haitian bat and a *highly sexual species*.



Part (b) was generally well done. Most candidates identified the fact that the bats' habitat was in the forests of (West) Madagascar. Some candidates did not understand that the forests' and Madagascar' were both elements required in this answer. One example of a partial answer is The preferred habitat of the bat is the dry bat from Madagascar'. Madagascar was sometimes misspelt, giving rise to strange forms such as Madagaster'.

Generally, candidates performed well on Part (c). Most candidates understood that the bats adapted well to their/an environment' but omitted where the forests have been destroyed'. Sometimes the word adapted' was carelessly substituted for adopted'. Some candidates mixed up endangered' and dangerous' and stated that the bats were a dangerous species.

#### Selection 5 - Campaign in France to reduce waste

Approximately 67 per cent of the candidates received at least four out of a possible eight marks on this question.

Part (a) was well done, with the majority of candidates obtaining full marks for launched a national campaign to reduce waste'.

Part (b) was also generally well understood. Candidates, however, must be careful with their expressions in English as polluting less' does not connote throwing away less' as one of the two elements required by this question.

Candidates rarely received full marks for Part (c). Many of them were able to give as one of the correct answers, limited printed material' and that the French are urged to drink natural or tap water. Many candidates understood that drinking water was being encouraged but failed to add that water should be drunk from the tap. Some candidates interpreted *l'eau du robinet* to mean various things such as fresh water', urban water', purified water', bottled water', or filtered water'.

Avoiding disposable products' was not a popular response for Part (d) and when given as an answer it was phrased in a way that required interpretation, for example, buying products which does (sic) not have to be thrown away'. Some candidates did not seem to understand that disposable products were to be avoided, and gave the opposite answer instead.

### **Section B – Extended Interview**

#### Selection 6 - Interview between a journalist and Gilles Bertrand, psychologist, on certain behaviours in children

##### Part 1

Approximately 61 per cent of the candidates scored marks ranging from 11 to 24 out of a possible 24 marks. Most candidates were able to give adequate responses to Parts (a), (b), (c), (d), (e) and (h).

For Part (a) the majority of scripts had the correct answer: children's lies' or children lie'. Children's stories' was also an acceptable answer.

Most candidates were able to give the answer required for Part (b): that there was an inability to distinguish between reality and desires. The importance of proper sentence construction must again be re-emphasised as meaning can be radically altered if sentences are poorly constructed: For instance, the following answers appeared and could not be awarded full marks: because they cannot tell the difference between realistic stories' and inability to tell the difference between reality and science fiction is absent from the child before

birth'. Also the answer, 'because they differentiate between reality and fiction', could not be awarded any of the four possible marks for this question.

Again, some candidates understood only certain elements of the text but did not grasp the message or content in its entirety, thus, putting full comprehension of this question at risk. Answers must also make sense. —The stories show their creativity, their imaginative skills, they show that the children have personality" gained no mark.

Part (c) was generally well done. Candidates were able to understand 'maturity of the brain' as the answer or expressed the idea 'the maturity of the cerebral zone is absent'. 'Maturity' alone as the answer could only gain partial marks. An answer such as 'they don't know the difference between reality and fiction' gained no mark.

Part (d) was also generally well done. Candidates, however, must remember to read the question(s) properly. The question asked, 'What do children's tales represent?' and so responses such as 'Children's tales do not affect children development' could not be awarded marks.

## Part 2

Part (e) was satisfactorily done. Candidates could have easily received full marks on this question as there were five points/elements to the answer. Many candidates were able to get at least one of those five parts. Variations were also accepted.

Part (f) was poorly done by many candidates. Candidates seemed not to have understood the word *valorisée* and thought it meant 'validised' (?) or 'validated'. The response required was 'to be valued by their parents' or 'out of a desire to please them (their parents)'.

Part (g) proved to be quite challenging to many candidates. Only the exceptional candidates answered correctly. Some candidates understood the boy's fear of being sent to another school but did not include 'if his grades did not improve' and were, therefore, only awarded partial marks.

More attention should be paid to the actual information given. Some candidates stated 'his fear of being sent to another school but it was because his grades had not improved,' which again, could not receive full marks.

Part (h) was satisfactorily done. There were many variations in the answers but many candidates obtained at least three out of four possible marks. Candidates, however, must try to be less ambiguous in their responses. The question asked for candidates to state four things adults should do. A response received stated 'Quickly intervene when a child lies and then never overreact.' Examiners are often left to do much deciphering of candidates' responses when these are ambiguously stated.

## **Recommendations**

- More time (whether in school or at home) should be devoted to listening practice in order for candidates to develop good to excellent aural competence. More practice in speaking should also be very helpful.
- The vocabulary and specific expressions for each module should be well known. Teachers should ensure that students are well acquainted with and learn new vocabulary from related topics and articles.
- Constant revision of the basics, for example, numbers, including the suffix *-aine*, as well as the names of internal organs is essential.

- Candidates are encouraged not to write ‘either/or’ answers. Examiners should not be forced to decipher the right answer. They are also encouraged to express themselves and their ideas more effectively in English so that examiners would not have to spend much time trying to understand or decode answers given.
- Candidates are encouraged to improve their spelling in English and to refrain from coining words. They should also re-read their answers as sometimes what is written is either ambiguous or does not make much sense.
- Much practice is needed in pinpointing the actual information needed for a particular answer. Answers must come strictly from the text heard and use of previous or general knowledge should be discouraged, especially if it is completely irrelevant.
- Attention should be paid to penmanship and tidy presentation of work.
- Candidates should give some consideration to the number of marks awarded for a question as this usually indicates the depth of an answer required.
- Literal translations are sometimes incorrect and should be avoided. Cognates can be useful but beware of *faux amis* (‘false friends’).
- Time management is essential. Candidates should aim to complete the listening test in order to get a good score.

## **Paper 02 – Reading and Writing**

### **Section A – Reading Comprehension**

There were two passages in French in this section of Paper 02. Passage 1 was based on Module 1 (*L’individu, la famille et la vie journalière*), and required candidates to respond in English to questions asked in English. There was also an exercise in which synonyms were to be found in the passage for a number of words and expressions in French. Passage 2 was based on Module 3 (*L’environnement*), with questions and answers in French.

#### Passage 1 - *Mieux connaître la maladie d’Alzheimer*

Performance was very good overall, with most candidates scoring over 60 per cent. Although there were problem areas, candidates showed comprehension of the passage. There were a few cases of questions being omitted.

For Part (a), most candidates were able to discern that there were few specialists available. Some candidates, however, did not understand that there was a lack of training at the university, or that most family doctors saw only two or three cases of Alzheimer’s disease per year and so were unable to develop enough expertise to make a diagnosis. A few candidates did not understand the concept of *médecins généralistes* - general practitioners.

Part (b) was well handled, but some candidates were confused as to who had to repeat information several times—the patient, or, correctly, family members.

Part (c) was understood by many candidates, but some referred, erroneously, to difficulty pronouncing words, instead of problems finding a word. Expression was sometimes awkward—patients had trouble

‘keeping attention’ or had ‘a trouble of attention’. Most candidates included the third point—difficulty organizing thoughts/a sentence/a task.

Part (d) was well done, although some of the vocabulary such as *fixer*, *l’encodage*, and *la restitution* presented problems. One very well expressed response was ‘These people may not be able to store new information in their memory, or they may not be able to recall information that they have already stored in their memory.’

One of the most challenging questions was Part (e). Many candidates understood that people suffering from Alzheimer’s may not have been aware that symptoms had been present for years. Candidates, however, either failed to mention that the patient learned to adapt, or mistakenly said that the disease had adapted.

Many candidates were confused about the ideas in the final paragraph, and this led to ambiguity in the responses to Part (f). Quite a few candidates experienced difficulty identifying the nature of the study conducted (‘a specialized geriatric consultation’) and by whom it was conducted (‘general practitioners/family doctors’). As a result, there were responses such as ‘Doctors will answer questions and do tests,’ and ‘Specialized geriatrics will consult.’ There was misinterpretation of *en fonction de*, and so some candidates did not realize that based on the results, patients would be sent to specialists.

Parts (g) – (k), the section on synonyms, was generally well handled, with many candidates scoring full marks.

### Recommendations

- Prior knowledge of a topic may be helpful in interpreting a passage. Ultimately, though, candidates should base their answers on information given in the passage.
- Candidates are to be commended for using cognates properly in many cases. They should try always to use simple, idiomatic English and avoid using literal translations in their answers. *Très peu de médecins* was very often expressed as ‘Very little doctors’.
- Candidates should be on the lookout for *faux amis*. A surprising number of candidates interpreted *médecins* as medicine, *formation*, *formé* as ‘formation’ and ‘formed’ instead of ‘training’, ‘trained’, while *la prise en charge* was translated as ‘a (specific) price on the treatment’.
- Synonyms. Candidates should pay attention to parts of speech when answering this section of the paper. A look at some of the synonyms given for (k) *développement—orienteront, progressive, systématiquement, évaluation*—shows that it is necessary to bear the meaning of the word in mind and also to identify the part of speech. Many candidates acquitted themselves well in this section, but it is worth bearing in mind that synonyms in the passage generally have the same tense, gender or number as the words in the questions. It is also useful to note the paragraph in which the synonym is to be found. Finally, candidates should note that the synonym is often one word, and that there is no need to write an entire phrase such as *car l’évolution est très progressive* as the synonym for *développement*.

### Passage 2- Des eaux usées pour irriguer: une pratique courante

This passage proved to be more challenging than Passage 1. Nevertheless, the majority of candidates scored over 11 marks out of 24. Many candidates made a pleasing attempt to answer in their own words, but it is still a difficult task. A number of candidates were penalized for writing their answers verbatim.

Part (a) was quite well done as candidates made good use of the many cognates in the first paragraph. An example of a full answer was [...] il y a

*\*une risque d'abîmer les produits agricoles à cause de la contamination avec les engrais et  
\*des autres substances chimiques et biologiques [...]. L'eau qui est disponible  
\*à eu est non traitée ou partiellement traitée.*

Many candidates lost marks for omitting the last section of this answer, and for not referring to the possible effects of the water on agricultural products.

Most candidates scored full marks on Part (b) although some did not realize that the study was made public on Monday, the first day of the *semaine de l'eau*. A few candidates interpreted *journée* as *journal* and that connection was reinforced by the word *édition*.

With respect to Part (c), candidates had difficulty expressing in their own words that IWMI helped developing countries by encouraging research on the use of sustainable resources (water and land). There was often confusion between Part (c) and Part (d), because the word *but* appeared in Part (d) and in the paragraph containing the answer for this section.

Part (d) was the most challenging. It was often omitted or taken directly from the passage. Many candidates were misled by the phrase *à but non lucratif* in paragraph 3, as stated before. The result was that there was confusion between the purpose of the *IWMI* itself and the purpose of the *study*. Some candidates gave answers which incorporated *à but non lucratif basé à Colombo (Sri Lanka)*. Most candidates did not grasp the meaning of the word *constat*. An example which shows full comprehension follows: *L'objectif de l'étude est d'adresser le problème et pas d'humilier les \*cultivatures.*

For Part (e), many candidates answered in their own words rather than quoting directly from the text. This part of the question was well handled by most but a significant number omitted the third point, that the amount of food produced would be reduced without the water.

There were quite a few cases of direct quotes used for Part (f), and several candidates thought that they should give their own opinion. Some of the vocabulary was difficult to rephrase, for example *irrigation parcimonieuse*. Nonetheless, there were excellent versions, for example, *peu onéreuses* to replace *peu coûteuses*, or the simple *si tu laves les légumes, [...] \*traite les eaux usées*. A number of candidates did not realize that *des interventions peu coûteuses* formed part of the answer.

### Comments and Recommendations

Although this question tests comprehension, teachers should continue to have their students express themselves in French that is as accurate as possible, and do exercises on synonyms. Many words were invented, for example, *\*avaliabilité*, *\*sustainable*, *\*importantement*, *\*végétales*. Although some of these examples show some knowledge of how French words are formed, they indicate first and foremost a lack of vocabulary. Also important for the exercise of using one's own words is knowing what could be replaced: 2 500, for example, and certain scientific words may not need to be replaced or be readily replaced.

Correct grammar is also important, since poor expression can affect comprehension. Some examples of mistakes include *\*là est*, *\*est vais être*. Candidates should remember to conjugate verbs correctly and to use the right pronouns. They should avoid beginning answers with subject/verb inversion, for example, *\*Offre-t-on...*

*\*An asterisk (\*) indicates an incorrect form, spelling or structure.*

Teachers could also advise their students to take into consideration the number of marks allotted to a question. It is useful to be concise while giving all the information required.

Finally, if it is necessary to quote from the passage, the quotation should be written in full, without suspension marks.

## Section B – Essays

In this section of the paper, candidates were required to write an essay of 250–300 words in French, on one of five topics taken from Module 2 of the syllabus—*La société et les affaires sociales*. Marks are awarded for the organization and presentation of ideas, as well as the use of coherent, grammatically correct language, and a range of vocabulary and idioms. Candidates are expected to write essays with a proper introduction and conclusion, and to present at least three clear points in their discussion of the topic.

Performance this year ranged from poor to very good, with the majority of essays scoring between 11 and 16 marks out of 24 on almost every topic. Although there were some excellent scripts in which candidates showed real mastery of the language and presented well argued points, there were too many examples of basic grammatical errors that are surprising at this level, and superficial treatment of the topics. A number of candidates wrote essays that seemed to have been written on the same general theme in class, memorized and then reproduced without much regard for what the examination question required. Teachers should continue practising essay writing with their students with an emphasis on analysing topics and improving grammar. It is useful to note that the syllabus aims in part to give students a deeper understanding, first of themselves as members of a wider Caribbean community [...] and secondly, of their place in a global setting'. Essays usually refer to issues from this perspective. Finally, candidates should observe the word limit.

### Question 3

*« Les sociétés caribéennes doivent trouver les moyens pour inciter les garçons à travailler dur à l'école. »  
Discutez.*

Although many candidates attempted this question, many of them did not score very highly. Some candidates focused on why it was necessary to receive an education (for example, to avoid poverty, to get a job), but did not discuss why boys in particular, needed to be encouraged to work hard at school. Many candidates also failed to consider the matter from the perspective of Caribbean societies. However, some did discuss the ways that could be found, and also who was responsible for encouraging boys—parents, teachers or the society in general.

### Question 4

*« Certaines professions qui étaient autrefois la chasse-gardée des hommes sont aujourd'hui peuplées par les femmes à l'échelle régionale. » Commentez cette opinion.*

This question was not very popular, and the marks covered the full range from excellent to poor, with the majority of candidates scoring between 11 and 18 marks. Candidates wrote about the changing role of women in general without considering the question from a regional perspective. However, some candidates were able to focus on professions that had been male dominated, explained why there had been a change and gave examples of Caribbean women in politics, in particular.

*\*An asterisk (\*) indicates an incorrect form, spelling or structure.*

Question 5

« *Les gouvernements de la région doivent adopter une approche régionale face au problème du crime et de la violence.* » *Discutez.*

This was the most popular question, with performance ranging from excellent to very poor. Some candidates seemed unsure of what the question required as a response. Some wrote on the causes of crime, others on the effects of crime and violence. The more thoughtful essays dealt with the issue of *une approche régionale*, either giving reasons to support it (a common interest in tourism, the value of sharing strategies, similarities in the population, financial help for poorer countries, strength in unity) or disagreeing (levels and types of crime vary), and arguing for a national approach: « ... *une approche régionale n'est pas nécessaire, avec de bonnes politiques, l'établissement de programmes...* ».

Question 6

« *Les médias ont tendance à créer la sensation autour des informations négatives, au détriment des informations plus positives.* » *Commentez cette opinion.*

This was the second most popular essay. Grades were, for the most part, average or below average. The word *informations* was not fully understood. Many candidates did not answer the question adequately, choosing to focus on the negative aspects of media such as pornography on the Internet. The better scripts discussed the types of news features in various types of media with some candidates providing arguments that looked at both sides of the question.

Question 7

« *Donnez votre avis sur le rapport entre l'ethnicité et la réussite commerciale dans certains pays de la Caraïbe.* »

A mere handful of candidates chose this question. The performance was varied. One or two candidates did very well. The others either performed satisfactorily or minimally. There was discussion of the legacy of colonialism and the history and current situation of specific countries in the region. Candidates seemed unsure of what *la réussite commerciale* meant and wrote about racism in the society in general.

**Comments on Grammar**

Candidates often depended heavily on English structures and vocabulary and seemed unaware of how French syntax differs from English. An example is the sentence « *La famille encourage leur allé à l'école.* »

Errors which need to be addressed include

- the agreement of nouns and adjectives in number and gender—*les bonne effets*
- the conjugation of verbs, in particular *faire, pouvoir, devoir* and other common irregular verbs
- the use of pronouns of all types—*nous n'ils utilisent pas, 'Iles femmes qu'ont ces travaux*
- the negative—*il y a ne crime pas*
- the demonstrative adjective, often used also as a pronoun—*cet comportement, cette garcon, cette est, cettes*
- the gender of nouns—*la commencement, la role, le race, la crime* (in spite of *du crime* in the topic)
- prepositions—*sur la télé, partir la maison et entrer le monde du travail*
- the use of *aussi* to start a sentence

- inappropriate vocabulary—*les issus, les values*, and many anglicisms
- spelling: the omission of accents, of elision
- the use of abbreviations (*qch*) and inappropriate register (*la Fac, ça*). There were few examples of this but these should be avoided.

Although many candidates had difficulty using correct language, there was very good work by some. It is encouraging to see the word *actuellement* used accurately and there were examples of idiomatic language that added to the fluency of the essay without seeming to have been taken at random from a list of expressions. Some examples include *les jeunes hommes se sont tournés vers les drogues et les délits/ une situation difficilement maîtrisable pour les femmes / il est possible que ce problème soit la responsabilité. On doit supprimer les barrières d'insularité, provoquent l'affaiblissement de la société.*

Many essays were well structured with good use of *mots de liaison*: *premièrement, en revanche, regardons le revers de la médaille, de surcroît, en outre, or, pour conclure.*

### Paper 03 – Literary Analysis and Themes

#### Section A – Literary Analysis

In this section, candidates were required to answer questions on one of four extracts taken from the prescribed texts: *L'enfant noir, L'odeur du café, L'étranger* and *Une si longue lettre*. Candidates were required to comment on chapter, plot setting and simple literary techniques.

#### Question 1

*Le travail d'un père (L'enfant noir)*

Most candidates attempted this question. In general, the level of performance was very high.

Part (a) was generally well done with most candidates able to identify the examples required. Some, however, quoted large excerpts from the first paragraph where the answer could be found without clearly indicating the link between the question and the information presented.

Part (b) was misinterpreted by some candidates. They commented on the goldsmith's life rather than on the life of the lady who was featured in the extract. Some candidates were nevertheless able to comment aptly on the two aspects highlighted in the question.

The response to Part (c) was satisfactory. However, there were some candidates whose answers suggested that they did not have a full appreciation or understanding of the context from which the extract was taken. Hence, they characterized the lady as being *faible* thus failing to recognize that the presence of the *griot* indicated that she was instead a rather astute individual.

Most candidates gained full marks for Part (d) because they were able to pinpoint the important elements of reference to culture in the extract, for example, *La fête du Ramadan* and *Le Tabaski*. However, some candidates did not understand the significance of the *griot*.



Question 2*Le bain de camelo (L'odeur du café)*

For this question responses ranged from satisfactory to very good. However, the extract was not a popular choice among candidates. For Part (a), the tendency was for some candidates to allude to information not directly given in the first paragraph. Some candidates erroneously explained that Camelo's ability in football meant that he was not *mal dans son corps*.

Many candidates responded well to Part (b) although occasionally there were some partial responses. For Part (c), most candidates were able to link the references made by Naréus and Willy Bony to Gisèle as *une femme libre* to the idea that men like to gossip. The illegitimacy of Gisèle's daughter and her ugliness were at times omitted. The most common response received for Part (d) was that Vieux Os criticized Gisèle's actions. A few candidates indicated the criticism of her lifestyle while many overlooked the fact that Vieux Os returned to spy on Gisèle and Camelo.

Question 3*Le procès (L'étranger)*

This was also a popular choice and candidates responded fairly well to most sections of the question.

Most candidates were able to identify the relevant aspects for Parts (a)–(c). The academic activity to be evaluated was a challenging concept to understand for Part (d). Nevertheless, many candidates were able to answer adequately.

Question 4*Réflexions (Une si longue lettre)*

A large number of candidates opted not to choose this book. For the majority of those who selected this extract, responses ranged from satisfactory to excellent. For Part (a), some candidates were able to justify the opinion expressed in the quotation, whereas others simply extracted portions from the passage without attempting to provide explanations.

The tendency by candidates to rewrite chunks of the extract when requested to find examples was once again apparent in a number of responses to Part (b). For Part (c) many candidates were able to find four reasons which suggested that Daouda Dieng would be a good match for Ramatoulaye. The fact that he was still a bachelor was not accepted. Part (d) was generally well done.

**Section B – Themes**

Candidates were required to write one essay, of 350–400 words, in English, from the thematic areas: *La Jeunesse* and *L'individu et la société*. The prescribed texts for *La Jeunesse* are *L'enfant noir* and *L'odeur du café* while those for *L'individu et la société* are *L'étranger* and *Une si longue lettre*. There were four

questions, two on each theme. Overall, candidates' performance was satisfactory. However, there were a number of excellent/very good responses especially for Questions 5 and 7.

The examiners were looking for global understanding of the texts and their themes, application of knowledge and organization of the essays. Candidates were rewarded based on the extent to which their work reflected these areas.

### Question 5

*Discuss the theme of 'male bonding' in the text that you have studied.*

The majority of candidates who chose this question selected *L'enfant noir*. Only one candidate opted to use *L'odeur du café* and the essay produced was of a satisfactory level. There were just *two* examples of 'male bonding' mentioned: that of Frantz and their escapades and Frantz's father. More consideration was given to the narrator's relationship with his grandmother, Da.

With regard to *L'enfant noir*, candidates generally understood the theme of male bonding and were able to relate it to Laye and his father, relatives, friends and companions. A number of candidates misinterpreted the question and focused some attention on the aspect of female-male bonding.

### Question 6

*'Exotic and exciting...' said the European school boy, 'yet at times strangely familiar.' Suggest reasons why the speaker might make these comments in relation to the text that you have studied.*

Although there were not many responses to this question, most of the candidates who attempted it were able to present balanced and well-structured essays and were well rewarded for their efforts. Points from these essays included, on the one hand, the relationship between the narrator's father and the serpent, the father's work as a goldsmith and the griot, Kondén Diara activities, circumcision, and on the other hand, universal similarities like parent-child relationships, school life, adolescent relationships and leaving home.

### Question 7

*'The narrator is a social rebel at heart.' Discuss this perspective of the narrator in the text that you have studied.*

This question was the most popular choice for the essay. Candidates were evidently comfortable with both texts, *L'étranger* and *Une si longue lettre*, this was reflected by the numerous responses which referred to one or the other of the texts.

With regard to *L'étranger* candidates sought to justify the narrator's embodiment of social rebellion rather than discuss it as mentioned in the rubric. Consequently, instead of providing a balanced, multifaceted approach to the question, some candidates sought confirmation from the text that he was a social rebel. Candidates in the good-excellent categories were able to mention some of Mersault's redeeming qualities including honesty and appreciation of nature. They also mentioned the reasons why he was the hero of the

‘Absurd’. This was an essential point to grasp. Also of note was the fact that he unwittingly, rather than deliberately, espoused this philosophy. This point was not always directly mentioned.

In the case of *Une si longue lettre*, the good candidate was able to suggest that Ramatoulaye was not so much a social rebel but rather a traditional Muslim woman in the process of becoming cautiously more and more liberal. For example, when she received the news that her husband had taken another wife she was at first bitter but submissive. However, when her brother-in-law assumes that she will marry him after her husband’s death, she rebels in no uncertain terms. This dual nature had to be developed and supported. The average response focused mainly on Ramatoulaye’s decision after her husband’s death, to undertake tasks normally carried out by men.

### Question 8

*Discuss the writer’s portrayal of the prominent male characters in the work that you have studied.*

A number of candidates selected this question. Again, there was a balance in terms of the texts chosen for the exercise. There was a variety of answers but generally responses ranged between satisfactory and good. In terms of *L’étranger*, the outstanding candidates gave a multifaceted portrayal of male characterization in the text, especially Mersault. They highlighted, among other points, his apparent indifference at his mother’s funeral and subsequent actions which did not suggest a typical mourner, his frankness and honesty, his embodiment of the philosophy of the Absurd. At times, the other significant characters, for example Raymond and the Aumonier, were not mentioned.

With respect to *Une si longue lettre*, more balance could have been evident in the essays. The men in the book presented an interesting blend of good and bad qualities. For example, the relationship between the males and the females (Modou Fall and Ramatoulaye, Mawdo Bâ and Aïssatou) was good at the start, but it gradually deteriorated, and the treatment of the wives was disappointing. Apart from considering these aspects, the portrayal of men like Ibrahima Sall and Daba’s husband was positive and should have been reflected in the essays as well.

### **Recommendations**

#### **Literary Analysis**

- Although a few candidates demonstrated an acceptable use of language in answering the extracts, there is still much room for improvement in this area. More attention needs to be given to improving the writing skills of candidates. Teachers must place more focus on exposure to literary vocabulary; they should also increase practice of grammar to raise the level of grammatical accuracy.
- Careful reading of both the extracts and questions must be encouraged. Students should be reminded frequently of how to interpret and respond to terms such as *identify*, *describe*, *comment on*, and *justify*.

- In preparation for responding to the literary extracts, students should be exposed to the entire text. This will enable them to better appreciate the context from which the extract is taken and therefore give a more informed answer.
- Teachers should provide students with as much practice as possible, using a variety of questions. This would help them to begin to think more critically and in depth.
- Answers to extracts should be concise.

### **Thematic Essays**

- Some candidates have excellent language skills and this was evident in the outstanding essays. However, students should be encouraged, generally, to read widely. This would assist in overall improvement of the language skills, especially of the weaker students.
- Students must be encouraged to adhere to the word limit. Quantity is not always a good indicator of quality.
- The importance of the structure of the essay must be emphasized. A brief introduction, followed by three to four well-developed points, and an apt conclusion are hallmarks of a good essay.

Some of the quotations used in the essays were too lengthy. Although candidates are allowed to use their texts in the examination, there is no need for the selection of large chunks of material. Short, apt quotations are more effective. Accuracy of quotations is also vital.

## **UNIT 2**

### **GENERAL COMMENTS**

There were 212 candidates who wrote the Listening Comprehension component of the Unit 2 examination. Performance of candidates in this unit ranged from very poor to excellent. Again, as for Unit 1, candidates at this level find the listening exercise a very daunting one. It is hoped that, having gone through Unit 1, candidates would work harder at acquiring better aural skills in order to achieve a good grade in Unit 2. Listening to Radio France international (RFI) and watching international French television would be excellent ways of acquiring better listening skills in French.

There were fewer cases, however, in Unit 2 where candidates left out entire parts of questions. Some unfinished answers did indicate, nevertheless, that time management might have been a problem. The listening examination lasts only one hour and until there is a change in the length of the examination, candidates will have to make every effort to organize and manage their time properly in order to complete the listening test in time.

Students are being urged not to write their notes in pencil in the spaces provided and then re-write their answers over the pencil writing. Not only is this extremely untidy for examiners, it makes it very difficult for examiners to read the finished script.

## DETAILED COMMENTS

### Paper 01 – Listening Comprehension

Paper 01 required candidates to respond to a series of questions based on five short selections (Section A) and one extended interview (Section B).

The questions, as for Unit 1, were set in English and candidates were required to respond in English. The topics were set in line with the three modules of the syllabus:

- Questions 1 and 2 - Module 1 - (*L'actualité*)
- Questions 3, 4 and 5 - Module 2 - (*L'industrie, le commerce et l'économie*)
- Question 6 - Module 3 - (*La science et la technologie*)

#### Section A – Short Selections

##### Selection 1 – *Abbi Patrix, French storyteller, visiting Martinique*

Approximately 62 per cent of the candidates achieved satisfactory to excellent scores. Very few, however, were able to achieve full marks on this question. The level of this selection, with respect to vocabulary and text chosen, was simple enough for more candidates to have scored excellent marks.

Most candidates understood Part (a) quite well and were able to state both the nationality of Abbi Patrix and his occupation. There were a few candidates who misinterpreted *conteur* to mean financial controller, accountant, author or writer.

For Part (b), some candidates scored the full marks. Some did not understand the phrase *l'immense trésor oral*, most were able to grasp oral and childhood but not the idea of wealth from the word *trésor*. Some wrote treasure and this rendering was acceptable. It was noted that many candidates still scored partial marks even though they were unable to put the words together to make good sense of the text – that Abbi Patrix had been told a vast number of stories by his mother when he was a child.

There was satisfactory performance on Part (c). Very few scripts had the point that the stories were far-reaching but included the points that the stories of Abbi Patrix had a repertoire of 300 stories that crossed many cultures. An answer such as It is said to display culture gained only partial marks.

There was fairly good performance on Part (d). Some candidates understood that the storyteller was able to tell a story on any subject because of this vast repertoire. In fact, candidates seemed to have found an overlap in their answers for Part (c) and Part (d) that was accepted. Although candidates wrote answers that were appropriate, it was evident that the words scope [Part (c)] and versatility [Part d] in the questions, were not clear in their minds.

Most candidates were able to score one to two marks out of a possible two marks for this question. One or both points were made regarding the fact that the stories were for people's education and that they combat the loss of values in the society.

### Selection 2 – The Guantanamo Bay Prison in Cuba

Approximately 77 per cent of the candidates performed fairly well on this selection. Full marks were not always obtained, but many candidates captured the essence of the selection.

Not many candidates scored the maximum mark for Part (a). Many generally understood that three prisoners committed suicide but omitted to say how they killed themselves. Part (b) was generally well understood and many candidates scored the full marks, having realized that there were many protests against the United States of America.

Part (c) was well done. Many candidates either gave the year when the prison was constructed or stated the time period within which the construction took place. Either answer gained the maximum mark. Part (d) was generally well answered by many candidates who included all the details to gain the marks allotted to the question. It was good to see that candidates understood the details concerning the capture of prisoners launched by Washington in the bid to combat terrorism, following the notorious act on September 11, 2001.

Candidates were rarely awarded full marks for their response to Part (e). Most understood that arbitrary detention and bad treatment of prisoners were the criticisms levelled against the prison centre but most were challenged by *mise en place de tribunaux d'exception*. Acquisition of vocabulary on the topics of terrorism, justice and the law, would be useful for candidates doing Unit 2.

### Selection 3 – Effects of the Internet on Research and Shopping

Candidates' performance was commendable. Most of them were able to receive scores between the middle and upper ranges of the bands for this selection.

Part (a) was generally well understood. Most candidates understood that the Internet brought changes that affected people's research habits and shopping behaviour and were therefore able to score full marks.

Many candidates were only able to score half the marks allotted to Part (b). There were those who took buying and selling to mean 'shopping' and missed the point that persons are able to use the Internet to do interactive distance shopping. Some candidates failed to mention that online services are also provided.

Part (c) was generally well answered with most candidates understanding that French e-commerce has begun to take place on an international scale.

Most candidates responded to Part (d) fairly well as they understood that traders have begun to sell their products in other countries other than France. Some candidates interpreted the verb *commercialiser* to mean 'buy' and therefore, an answer such as 'They buy products from other countries' gained no mark.

### Selection 4 – France as a major tourist destination

Candidates performed very well on this selection. Most of them gained four out of a possible eight marks.

For Part (a), the majority of candidates understood that France continues to be a major tourist destination compared to other countries.

Part (b) was generally well answered by most candidates as they understood that Léon Bertrand was the French Minister whose portfolio was tourism.

Again, Part (c) was quite straightforward and candidates had no major problems understanding the three entities responsible for the creation of jobs, namely, tourism, services in the business sector and construction.

#### Selection 5 – Bombshell in the World Trade System

This selection proved very challenging to many candidates as only approximately 30 per cent were able to gain marks between the middle and upper ranges of the bands. Parts (a) and (c) performed quite well. The other two parts accounted for five marks all of which were often lost because of miscomprehension.

Part (a) was fairly well answered by many candidates. Answers such as worldwide commerce were accepted.

The French word *subventions* seemed to have been unknown to many candidates who attempted Part (b). This was surprising as the word should be a high-frequency lexical item at this level. Most candidates understood American but this was not enough to gain any marks as the answer required was American subsidies.

Part (c) was generally understood by most candidates. However, there were those candidates who misunderstood and wrote answers such as plantain, and a Brazilian plant instead of cotton as the product under consideration. Part (d) was not well understood by many candidates. Many did not realize that producers were being urged to increase their output of cotton.

### **Section B – Extended Interview**

#### Selection 6 – Interview between a journalist and Dr. Claude Cousin on the implications of medical malpractice

It was surprising that this question was poorly done by many candidates. Few candidates were able to score marks in the outstanding band. Although many candidates understood most words in this interview, many of them failed to understand the whole context of the message. Needless to say, there were many versions and some answers were illogical.

Approximately 38.2 per cent of the candidates received marks between the middle and upper ranges of the bands.

Candidates should spend some time (if time is managed properly) re-reading their answers in order to check their spelling in English, and to ensure proper sentence construction in order to avoid ambiguity and answers that are incoherent. Parts (a), (b), (d), (g), (h) and (i) proved challenging while Parts (c), (e), and (f) seemed manageable for most candidates.

#### Part 1

For Part (a), many candidates were able to gain at least half of the marks allocated for this question. Most candidates did not understand *tribunaux* and *comités de conciliation*. Some either left the question unanswered or wrote that doctors were appearing before dead bodies. Candidates who simply said courts gained only partial marks.

Part (b) was apparently difficult for many candidates. A number of them used the introductory sentence which mentioned malpractice as their answer to this question without mentioning the fact that some doctors' patients were demanding compensation because of the cases that involved unsuccessful or careless

procedures. An answer such as They are appearing before these bodies for complications in operations received no mark.

Part (c) was generally well answered as most candidates understood that the medical mishaps mentioned were complications, contracted infections and failed operations. Candidates must be careful not to include material in their answers that seems plausible to them, but which is not in the original text, or provide answers which are totally inappropriate. The following answer could gain no marks: Three examples of medical mishaps are the formation of diseases, some \*medecins can cause side-effects and patients can also become homesick and ill with these certain \*medecins.

Many candidates found Part (d) to be difficult to answer. It seemed that neither the question nor the message in the text was understood. The full three marks were not always obtained. It was expected that candidates would have understood that, in the case of a medical accident caused by a doctor, a patient can seek and obtain justice/redress and receive some form of compensation.

Part (e) was generally a good question for the majority of candidates who understood 2007. Only a few candidates wrote an incorrect answer.

## Part 2

Most candidates understood that Matéo was a little four-year-old boy born with some kind of deficiency. This answer to Part (f) was only partial and candidates should have included that he was born with a defective left kidney. There were candidates who took *rein* to mean lung. There were also the odd answers where Matéo was deemed to be a hospital or a type of operation.

Candidates are being advised to review the vocabulary on internal organs of the body.

Part (g) was not very well answered as many candidates could not identify the internal organ that was removed by mistake during the operation. Candidates must be careful in their choice of words for answers as they risk losing marks if ideas are not well expressed. Answers such as He was killed by mistake gained no marks while The right kidney was amputated accidentally only gained partial marks.

Only a few candidates received maximum marks for Part (h). Most candidates understood that the man in the last legal appeal had a very serious accident and some realized that he had died. Some candidates did not include that he died on the operating table. Simply stating that he had a serious accident could only receive one mark. Candidates must pay attention to the number of marks as this will give a good indication as to the number of points to be written down for the answer.

Part (i) was, by far, the most problematic part for the majority of candidates who did not at all understand that a policy (*la politique*), not politics, existed whereby lawyers are prevented from canvassing for patients upon their discharge from the hospital in an effort to get patients' cooperation in lawsuits against doctors. An answer such as Doctors in France are considered lucky because there is a policy which prevents the lawyers from fully suing or tarnishing their character and career received only two out of three marks, as it did not mention that it was upon the patients' exit from the hospital – at the hospital door – that the lawyers were trying to canvass for patients.



## Recommendations

- More time (whether in school or at home) should be devoted to listening practice in order for candidates to develop good to excellent aural competence. More practice in speaking should also be very helpful.
- The vocabulary and specific expressions for each module should be well known. Teachers should ensure that students are well acquainted with and learn new vocabulary from related topics and articles.
- Constant revision of the basics, for example, numbers, including the suffix *-aine*, as well as the names of internal organs is essential.
- Candidates are encouraged not to write ‘either/or’ answers. Examiners should not be forced to decipher the right answer. They are also encouraged to express themselves and their ideas more effectively in English so that examiners would not have to spend much time trying to understand or decode answers given.
- Candidates are encouraged to improve their spelling in English and to refrain from coining words. They should also re-read their answers as sometimes what is written is either ambiguous or does not make much sense.
- Much practice is needed in pinpointing the actual information needed for a particular answer. Answers must come strictly from the text heard and use of previous or general knowledge should be discouraged, especially if it is completely irrelevant.
- Attention should be paid to penmanship and tidy presentation of work.
- Candidates should give some consideration to the number of marks awarded for a question as this usually indicates the depth of an answer required.
- Literal translations are sometimes incorrect and should be avoided. Cognates can be useful but beware of *faux amis* (‘false friends’).
- Time management is essential. Candidates should aim to complete the listening test in order to get a good score.

## Paper 02 – Reading and Writing

### Section A – Reading Comprehension

There were two passages in French in this section of Paper 02. Passage 1 was based on Module 1 (*L'actualité*), and required candidates to respond in English to questions asked in English. There was also an exercise in which synonyms were to be found in the passage for a number of words and expressions in French. Passage 2 was based on Module 3 (*L'industrie, le commerce et l'économie*), with questions and answers in French.

Passage 1 – L’interactivité transforme la démocratie

The performance was good on the whole with the majority of candidates (58 per cent) gaining at least 12 out of a maximum 24 marks.

For Part (a), many candidates were able to say that the traditional role of the written and audiovisual media — shaping public opinion — was diminishing. Fewer candidates, however, included the point that the pedagogical and political role of television was being eroded.

In many cases, Part (b) was answered only in part. Some candidates mentioned the political and educational role that television played, but some thought that it was part of the new trend instead of the traditional role. Many candidates had difficulty understanding *des chaînes thématiques payantes*, opting for a literal translation instead of ‘subscription/paid cable channels’.

Part (c) was fairly well done. Many candidates understood that the success of blogs was due to cheap or even free Internet access. As for the problems of the written press, whereas many candidates were able to identify a decline in the number of readers, few added the point that there was a fall in advertising revenue: *des recettes publicitaires* proved too challenging. Again, there was mistranslation with *lecteurs* being interpreted as ‘lectures’.

Nearly all candidates were awarded full marks for Part (d).

For Part (e), most candidates scored one mark for saying that people were able to express themselves, but some lost the other mark for not mentioning that this was because of the new technologies.

Part (f) was very well answered.

Parts (g) – (k) was extremely well handled. The main challenge was the synonym for (i) *liens (rapports)*, which was either omitted or answered incorrectly. The others — *majeur, en concurrence avec, succès, débat* — presented little difficulty.

Passage 2 – Le web: outil du développement

The topic was one with which candidates were familiar. The overall performance was satisfactory, with a mean score of 11.71 out of a possible 24. In some cases, answers were too long and candidates had difficulty recognizing what section of the passage was relevant to the various questions. Although there were cases of some candidates being penalized for writing their answers verbatim, there was a commendable effort by candidates to respond in their own words.

For Part (a), most candidates were able to identify *le marketing sur Internet* as the correct answer.

Though many candidates identified the correct answer — *les salons, les foires et le marketing direct* for Part (b) some had difficulty expressing themselves. Candidates should note that answering in their own words does **not** mean having to find a synonym for **every** word.

Part (c) was worth seven marks and so required a fairly detailed answer. Many candidates conveyed the notion of an increase in the number of new clients by using *une augmentation du nombre de clients*, or *international* to refer to the foreign companies that get in touch with French companies after searching online or consulting professional directories on the Internet. In a number of cases, the answer for Part (d) was given instead.

Part (d) required candidates to refer to three types of companies — those with over 200 employees; those which expected to increase their sales abroad, and finally, firms located in the north-west of France. Most candidates earned at least three marks. Although *siège social* was difficult for some candidates, others were able to produce *les sociétés qui sont dans le nord-ouest de la France*.

Most candidates scored three to six marks for Part (e) as this was a straightforward question for which the answer could be found easily. However, a number of candidates omitted *leur site Web*.

### Recommendations

Teachers should encourage students to answer **only** what is asked. They could also suggest that students look at what is asked in the question that follows the one that they are answering so that they get an idea of the boundaries of each question.

More practice in learning how to paraphrase passages in French would also help. One possible approach is using short extracts from key passages in the literature books. This would help with language as well as get students to become more familiar with the set books.

It is also important for candidates to acquire as wide a vocabulary as possible, and to practice changing verbs to nouns and vice versa, so that the wording of an answer can be changed.

### Section B – Essays

In this section, candidates were required to write an essay in French, using 250 to 300 words, on one of five topics from Module 2, *La science et la technologie*. They were expected to show that they could organize their ideas clearly and present relevant arguments in a convincing manner. Essays which were properly structured with an introduction, a conclusion and at least three well-developed and illustrated points often scored high marks for content.

#### Question 3

« *Le telephone portable contribue de plus en plus aux malheurs de la sociétés.* » *Discutez.*

This was not only the most popular question, but also the best answered, with performance ranging from moderate to excellent. Candidates identified a number of ills associated with cell phones such as the risk of getting brain cancer from the radiation they emit, or having an accident while on the phone. Cell phones were also blamed for a breakdown in morals due to accessibility to pornography on the Internet, and for people neglecting their family, friends and studies. Arguments presented on the positive aspects of mobile phones included the ease of communicating with people, having access to the Internet to do research and playing games.

#### Question 4

« *L'automobile joue un role important dans la vie sociale de l'adolescent.* » *Discutez.*

This was among the least popular questions and was the worst answered. Candidates who responded to this question should have placed greater emphasis on the role a car plays in a teenager's social life, rather than on the general benefits of having a car. Arguments in support of the statement included the idea that owning a car made young people more independent and more responsible.

Question 5

« *L'ordinateur remplacera tôt ou tard le téléviseur et le poste de radio.* » *Commentez cet avis.*

This was the second most popular essay, and was fairly well handled by most candidates, with a few excellent scripts. Some candidates did not seem to understand the difference between *la radio* and *le poste de radio* or *la télévision* and *le téléviseur*. Many merely explained the many uses of the computer but did not show how it could replace the TV set and a radio. However, some candidates did explore the topic thoroughly, concluding that the computer could find itself replaced by the cell phone.

Question 6

« *La religion et la technologie se marient de plus en plus* » *Discutez.*

Very few candidates attempted this question. Performance ranged from satisfactory to very good. Points mentioned by candidates included having the Bible, the Koran and other religious books on line.

Question 7

« *La possibilité d'une guérison imminente pour certaines maladies graves serait désastreuse pour le monde du commerce.* » *Commentez cet avis.*

Only one or two candidates attempted this question. Performance was good.

**Comments**

The use of language for Unit 2 was better than for Unit 1. Nevertheless, there were still many basic errors made including subject/verb agreement, the conjugation of verbs (*ils allaient, ils voullent*), the omission or incorrect use of accents and the agreement of adjectives.

Other areas which need attention include

- comparisons – *les mêmes programmes comme le téléviseur*. Often *très* was used in place of *plus*.
- the passive – *un portable peut utiliser*
- the use of *aussi* instead of *de plus* at the start of a sentence.
- *parce que* instead of *à cause de* – *parce que l'expériences nouvelle, on manque...*
- pronouns – *communiquer avec leur*
- spelling and the absence of an elision – *parce que ils*

Some of the less competent candidates have little knowledge of grammatical categories - *Les jeunes choix cet; les temps sont changement.*

There was a Spanish influence in some cases, whilst in others, candidates simply put *le* or *la* in front of an English word to make it French *le rate, le relationship*.

There were several well-written essays with excellent use of language, even with minor errors. Examples of expressions drawn from some of the essays include :

- *En dépit de cela, le téléphone portable est une aubaine*
- *toute une gamme de problèmes*
- *cet outil devient de plus en plus populaire à l'échelle mondiale*
- *néanmoins, il faut évaluer le pour et le contre*
- *le téléphone portable peut combler le fossé culturel et peut aider à créer un village planétaire*
- *nous vivons dans un monde rapide qui transforme à un rythme accéléré*
- *l'omniprésence de la technologie est peut-être évident par la prolifération des téléphones portables*
- *pour que les entreprises fassent...'*
- *'il faut colmater toutes les brèches.*

### Paper 03 – Literary Analysis and Themes

#### Section A – Literary Analysis

This section required candidates to answer questions on **one** of four extracts taken from the prescribed texts: *La rue cases-nègres*, *Maria Chapdelaine*, *Gouverneurs de la rosée* and *La tragédie du Roi Christophe*. Candidates were expected to comment on character, plot, setting and simple literary techniques. Performance on this question was generally satisfactory.

#### Question 1

*La vie scolaire (La rue cases-nègres)*

The majority of candidates performed well on Part (a). The narrator's mother was described as *déterminée, travailleuse, pleine d'amour*. Accepted explanations to describe a good mother also included words like *abnégation* and *sacrifice*. Generally, candidates attempted to illustrate their viewpoint by using pertinent references in the extract.

Candidates were able to perform creditably on Part (b). Many understood that school fees were to be paid within a stipulated period of time. Sometimes, the threat of being expelled for the non-payment of fees was overlooked.

In order to receive full marks for Part (c) candidates were expected to find the following expressions: *d'être encagé pendant les classes, d'être captivé aux heures de récréation dans une cour enmurée*. Many candidates erroneously cited the expressions *fourmillant d'élèves, charpenté de professeurs* as evidence of the narrator's sense of being imprisoned. Apparently the expression *n'était qu'une espèce de prison* in the question was misunderstood and interpreted as *ce n'était pas une prison*.

Part (d) required candidates to identify two main themes from the novel which were evident in the passage. Themes identified included family relationships, education, sacrifice and hardship of life.

#### Question 2

*La vie en hiver (Maria Chapdelaine)*

Part (a) was not adequately answered by most candidates. They indicated that Mme. Chapdelaine was sociable but they could not perceive that she was also a realist. For Part (b) candidates easily identified the

physical limitations of the weather but only a few were able to produce answers referring to its mental/psychological effects. Part (c) was generally well done. Candidates understood the idea of *dévots* and related it to religion. They were therefore able to easily extract relevant examples.

For Part (d) most candidates were able to extract relevant themes such as weather, nature, religion, friendship, family and community life.

### Question 3

#### *La mort (Gouverneurs de la rosée)*

Most candidates answered Part (a) adequately, citing appropriate sections of the extract, for example, *le chœur des pleureuses s'éleva*; *les femmes hurlaient*. A few candidates disregarded the instructional cues and used other sections of the extract to illustrate their answer. For example, with reference to Bienaimé many stated *Ses mains tremblaient dans la poussière* and *Bienaimé 'contempla le cadavre'*.

Many candidates did not understand Part (b) and thus were unable to explain adequately. Some candidates focused on Manuel's death and emphasized that only his bones would remain. The inevitable nature of misfortune and its destructive power were overlooked.

Candidates generally responded satisfactorily to Part (c). A number of possible themes were identified for Part (d) – death, nature and misfortune. Most candidates were able to identify two themes but many added lengthy and unnecessary explanations.

### Question 4

#### *L'insulte (La tragédie du Roi Christophe)*

Candidates provided adequate answers for Part (a). However, a few indicated that Christophe stammered and therefore Vastey had to provide the word. What should have been highlighted was that Christophe was looking for the term to describe the error on the part of the secretariat, and Vastey came to his aid.

Both Parts (b) and (c) were generally well done while for Part (d) candidates had some difficulty identifying the main themes of the novel which were evident in the extract. Examiners were looking for *le leadership/la direction*, *le conflit* and *la lutte pour le respect de soi*.

## **Section B – Themes**

Candidates were required to answer one essay, of 350 to 400 words, based on the thematic areas *La vie rurale* (for which the prescribed texts were *La rue cases-nègres* and *Maria Chapdelaine*); and *Les conflits politiques et sociaux* (with prescribed texts *Gouverneurs de la rosée* and *La tragédie du Roi Christophe*). There were four questions, two on each theme.

Candidates' performance on this section was generally satisfactory.

With regard to the questions based on the theme *La Vie Rurale*, over 80 per cent of the candidates selected the text *La rue cases-nègres*. The most popular text used in discussion of the theme *Les conflits politiques et sociaux* was *Gouverneurs de la rosée*, with over 80 per cent of candidates opting to use that text.

Examiners were looking for global understanding of the texts and their themes, application of knowledge, and organization of the essays. Candidates were rewarded based on the extent to which their work reflected these areas.

This year, candidates followed the rubric and referred to the texts specified for each thematic area in their discussions.

### Question 5

*Discuss the theme of dependence with reference to the text that you have studied.*

The majority of candidates who chose this question selected *La rue cases-nègres*. Most candidates were very familiar with the events in the novel. The difficulty arose when they had to identify areas of dependence for discussion. Many limited themselves to the dependence of the narrator on his grandmother. The excellent candidate was, however, able to identify other points such as the cultural dimension added to his childhood by Médouze, the impact of his primary school teachers on his life, the overall importance of family and friends in one's progress and well being.

The candidates who chose *Maria Chapdelaine* as their text of reference were generally able to pinpoint and discuss the following areas: dependence on family and friends, dependence on nature and dependence on religion. The excellent candidate was able to support ideas with adequate textual references to specific events/circumstances.

### Question 6

'The novel deals with the issue of survival.' *Discuss this opinion of the text that you have studied.*

This question was satisfactorily handled by candidates who used *La rue cases-nègres* as well as those who opted for *Maria Chapdelaine*. With respect to the first text, candidates were able to identify the hardship of life in the novel and the struggle for survival. Candidates mentioned the fight to provide an education for Jose despite financial difficulties, the abject poverty of M<sup>me</sup> Tine and her quest for social mobility for her offspring etc. Candidates' knowledge of the text often caused them to be too lengthy in their responses.

For the second text, *Maria Chapdelaine*, candidates mainly discussed the harsh conditions of life in Québec and the ability to survive in spite of hardships, for example, rugged terrain, bad weather and the death of loved ones.

### Question 7

'A work of contrasts.' *Discuss this view of the text you have studied.*

This question was reasonably well done by candidates who opted to use *Gouverneurs de la rosée*. They identified the many contrasts in the novel: death and drought versus life and fertility; religious fatalism versus practical responsibility; the contrast between Manuel and Gervilien and what they represented, among other things.

Candidates who chose to respond with reference to *La tragédie du Roi Christophe* struggled to find and illustrate contrasts. The main contrast identified was the ideals of Christophe for his people and the tyranny he exercised in trying to achieve these. The contrast between his view of leadership and that of his wife was hardly mentioned nor was the contrast between Christophe's court and that of France.

Question 8

*'Most unfortunate.'* Discuss the extent to which this would be a fair assessment of the text you have studied.

The essay on *Gouverneurs de la rosée* was generally well done. Some candidates identified the unfortunate aspect and concluded that the statement characterized the book as a whole. Many, however, recognized that the book ended on a positive note, with the death of Manuel being significant to the reconciliation between the feuding parties.

The unfortunate aspects of *La tragédie du Roi Christophe* seemed to be more dominant. Consequently, candidates tended to focus on unfortunate elements such as Christophe's harshness and his oppression of his people. There was hardly any reference to Christophe's lofty vision for his country and his desire to give his people a sense of dignity as well as recognition and respectability in the eyes of the world.

**Recommendations**

- It was evident from some scripts that candidates had depended heavily on a translation of the set text. In some cases it was sensed that the English version of the text may have been taken into the examination as lengthy quotations in English were occasionally used. The original French text should be the one used in the examination.
- Some essays were very untidy and this detracted from the overall presentation of candidates' work. Although candidates were not penalized, it must still be stressed that it is unnecessary to seek to completely blot out statements they wish to omit/revise. One line neatly drawn through the section to be excluded will suffice.
- Some essays were too long. Candidates should be encouraged to stick to the word limit.
- Quotations from the text should not be too lengthy. Short, apt quotations are more effective.
- Some answers to the questions based on the extract were too verbose. Candidates should note the number of marks allotted for each question and attempt to be more concise.
- Although some candidates demonstrated an acceptable use of language in responding to the extracts, there is still room for improvement in this area. Teachers must place more focus on exposure to literary vocabulary. In addition, they should increase practice of grammar to raise the level of grammatical accuracy.

**UNITS 1 AND 2****Paper 04 – Internal Assessment**

The performance of candidates on this paper ranged from excellent to poor. Indeed, the panel of moderators was impressed by the level of research undertaken by the candidates in the excellent band as well as their level of fluency. In Unit 1, candidates presented a myriad of topics ranging from sports, health and family life, music, to environmental issues such as water and air pollution. In Unit 2, topics included education, abortion, drugs, poverty and tourism. Teachers must be commended for the guidance they provide to their students, for their endorsement of a student-centred approach to learning, and finally their commitment to ensuring that the students develop exceptionally well, academically and personally, from their experience.



However, a main concern is for candidates in the average to poor categories. In the case of these candidates, the use of grammatically incorrect constructions made it clear that there is need for more emphasis to be placed on the mastery of grammatical structures. Candidates continually use infinitives after a subject without conjugating the verb. Direct and indirect object pronouns are placed after the verb even when a positive command is not expressed. Examples of some of these errors are *ils se marier*, *les femmes est considérées*, *la mère vont*, *les jeunes peut*, *les membres a donné*, *ces sujets aident moi se développer*, *la famille est ne soutien pas and ne peut fonctionner pas*.

### **Prepared Topic**

The content of the presentations, for the most part, was very good. It was evident that extensive research was done on the topics by the candidates. Haiti was the country of choice for many candidates but other countries such as Tunisia, Senegal, Guadeloupe, Martinique, France, Canada, Rwanda and Mali were also among the list of countries researched.

It was clear that candidates had made every effort to memorize their presentations and so, for several, the flow of the language appeared quite unnatural. Candidates do not generally fail this section, but do lose marks as a result of faulty grammar, insufficient facts and ideas, as well as a high level of hesitancy during their delivery.

Both teachers and students are reminded that the allotted time for this section is three minutes.

### **Topic Conversation**

The marking for this section is divided into three categories:

- Comprehension
- Correctness of expression/Range of vocabulary
- Pronunciation/Intonation/Fluency

The two final categories were the greatest challenge for candidates. As a result, a few candidates were unable to score a passing grade in these two sections, whilst others scored borderline grades.

In the majority of cases, the questions posed to candidates were relevant and allowed them to expand on the information provided in their presentations. Some candidates seemed enthusiastic to also pose some questions to their examiners and this facilitated an enjoyable rapport between the examiner and the candidate.

However, examiners are reminded of the stipulated time for this section which is five to six minutes. In several cases, examiners went beyond this time. Also, some examiners, in responding to candidates' questions, provided lengthy responses that took away from the time granted for this section. In addition, the types of questions should be reviewed so as to ensure that the questions asked are to elicit an opinion rather than being too factual in nature. An example of this is *En quelle année est-ce que la Tour Eiffel a été construite?* The question should instead be *Que penses-tu de la Tour Eiffel?* or *As-tu déjà visité la Tour Eiffel?*

## General Conversation

The marking for this section is divided into three categories:

- Comprehension
- Correctness of expression/Range of vocabulary
- Pronunciation/Intonation/Fluency

As suggested in the syllabus, examiners' questions should start at a personal level with questions such as *Que fais-tu comme matières à présent?* or *Pourquoi étudies-tu les langues étrangères?* and should then advance to questions that should capture the essence of the topics coming from the three modules of the unit that the candidate has studied. Examples of Unit 1 questions are *Quelles sont les causes du crime dans ton pays?* or *Que peut-on faire pour protéger l'environnement?* Though for the most part this was done, some examiners did not pose sufficient questions on the topics from the modules which led to disparities in the range of questions and levels of difficulty.

Also, it was evident that insufficient practice in speaking in the target language was a factor as some candidates had long pauses before responding and even struggled to compose grammatically correct sentences. For some candidates, accurate pronunciation was a problem as final consonants in words such as *beaucoup*, *trop*, *fruits* and *corps* were sounded. Words such as *personne* and *tout le monde* posed problems as well.

In spite of these problems, some candidates performed quite well in this category by providing interesting responses.

## Recommendations

It is recommended that teachers ensure that:

- students have a solid knowledge of grammar and have a wide enough vocabulary to speak with relative ease on relevant topics
- students are familiar with the various aspects of the topics to be discussed
- the equipment used is in good working condition before recording conversations
- at the end of the recordings tapes are replayed to confirm that they have been properly recorded.

**OVERALL RECOMMENDATIONS REGARDING THE EXAMINATION**

- Teachers must ensure that students have mastered both the basic and finer points of French grammar in order to enhance their performance.
- Students must be encouraged to study questions carefully and to plan their responses so as to ensure that they obtain maximum marks.
- Students must be encouraged to understand the importance of individual effort, (outside the classroom) if they are to master a foreign language (looking at French TV, interacting with native speakers etc).
- Teachers are encouraged to plan their classes so that they will cover all aspects of the syllabus before the exam.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
ADVANCED PROFICIENCY EXAMINATION**

**MAY/JUNE 2011**

**FRENCH**

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## GENERAL COMMENTS

The overall performance of candidates in both Units was satisfactory. Although there was excellent performance by some candidates in various papers, the evidence of limited mastery of grammar and vocabulary in other cases was cause for concern. Detailed comments highlighting the strengths and weaknesses of candidates are to be found below.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Listening Comprehension

Candidates were required to respond to a series of questions based on five short selections (Section A) and one extended interview (Section B). The selections were in French, but questions and responses were in English. Performance ranged from poor to excellent, with some questions faring better than others. Most candidates were able to complete the examination within the time allotted.

The topics of the selections were set in line with the three modules of the syllabus:

Questions 1 and 2	–	Module 1 ( <i>L'individu, la famille, et la vie journalière</i> )
Questions 3, 4 and 5	–	Module 3 ( <i>L'environnement</i> )
Question 6	–	Module 2 ( <i>La société et les affaires sociales</i> )

#### Section A – Short Selections

##### Selection 1

This selection, which dealt with how teenagers and their parents deal with getting older, posed many challenges for the candidates.

Part (a) was well answered with the majority of candidates being awarded full marks for identifying teenagers (or young people) and their parents (or adults) as the two groups discussed in the selection.

Part (b), on the crisis faced by each group, was also well answered. However, many candidates failed to understand the key words *instabilité* and *vieillesse*. In some cases, candidates misinterpreted *période d'instabilité*, and wrote 'disability', 'stability' or '\*disstability'. In other cases, candidates simply used the word 'crisis' to mention areas of concern to teenagers and parents, for example, 'Parents worry about employment' and 'Teens dress\* different from their parents'. Some answers were difficult to understand — 'Adolescents go through a period\* inverse of their parents and parents searched for a way to end this crisis'. Candidates who gave the correct answer were often succinct: *Parents – getting old (old age); adolescents – a period of instability*.

Candidates responded satisfactorily to Part (c). While some candidates were able to write the concern, linked to physical appearance, that affected each group ('pimples' for teenagers and 'wrinkles' for adults), others managed to write only one. The word *rides* was often misinterpreted. There were also candidates who wrote about concerns pertaining to social aspects instead of physical appearance, for example, the relationships between parents and children.

\*An asterisk indicates an incorrect form, spelling or structure

While some candidates were unable to respond to Part (d), of those who did, most were awarded two out of four marks for noting the idea that adolescents looked forward to the future and its possibilities. However, many were unable to decipher the meaning of *se raréfient* and *années écoulées*. There were therefore many references to school days. Candidates are urged to pay attention to the way in which they express ideas. An example of a good response is *Adolescents dream of the future and the possibilities it offers them, whilst their parents begin to think of years that have gone by and of opportunities that become even more scarce.*

Just as occurred with Part (d), many candidates were also unable to respond to Part (e). The majority of those who responded did not understand the word *aplomb* (self-assurance), and so wrote about plans for the future. The answer required candidates to refer to the adolescents, but some candidates wrote about the parents and personal limits. There were candidates who noted correctly that teenagers' power had become more evident.

### Selection 2

Candidate performance on this selection which dealt with lifestyles and holiday travel was generally good.

The majority of candidates were able to score full marks for Part (a) on the percentage of persons going on vacation and the nationality of those persons.

However, candidates encountered difficulties with Part (b), on the general tendencies of vacationers, for various reasons. (i) Some candidates thought that *une proportion constante depuis plus de dix ans* was relevant information, and also did not understand it (persons of ten years and over). Candidates were unable to decipher the meaning of *raccourcir la durée de leurs séjours*; in fact, a number of them wrote the opposite — to *lengthen* their stay. (iii) They did not recognize the important role played by the direct object pronoun in being able to get the correct response to the second part of the answer — [*ils ont tendance*] à *les multiplier*, with *les* referring to *leurs séjours*, or the number of visits. (iv) Candidates understood *multiplier*, but thought that it was the number of visitors that was increasing. An example of a correct answer is *They have a tendency to shorten their vacations and travel more often.*

Part (c) was well answered, with *children* and *adolescents* being correctly identified. Candidates should note that *enfant* is not the same as 'infant' in English.

Most candidates correctly responded to Part (d) which asked about the popular options for the majority of vacationers. They responded *mountains (in winter) and the sea (in summer)*, although there were the occasional green mountains, or Mount Everest, with the latter not being awarded a mark. Although the reference to winter was not necessary to earn the mark, it is clear that some candidates were confused by the word *l'hiver*, even though it was balanced with *l'été*.

Almost everyone received full marks for Part (e), on the countries visited during the summer.

### Selection 3

This selection looked at water pollution and its effects on turtles. Performance was generally good.

For Part (a), most candidates were able to state that (water) pollution was the problem, but in answering where it had taken place, quite a few reported that it was in the sea, rather than indicating the country, Australia.

With respect to Part (b), which asked about what was thrown into the water and how the turtles reacted to them, most candidates were unfamiliar with the word *méduses* (jellyfish). Some identified plastic bags as the problem, but thought that the turtles were trapped inside them. The following response received full marks: *Plastic bags. The turtles mistake them for food and then eat them.*

Part (c) was fairly well answered. Most candidates understood what happened to turtles as a result of their reaction to what was thrown in the water, but did not include all the points. Clarity of expression is important. One could compare *The turtles cannot regain their buoyancy or ability to float, and then die or are eaten by predators*, with this response which is less clear: Turtles consume the plastic bags which go to their stomach which cannot float above the water which causes them to be consumed by their predators.

#### Selection 4

This selection was based on the disposal of untreated sewage and chemical waste. Overall, performance was satisfactory.

Most candidates scored one out of the two marks allocated to Part (a). They understood the phrase ‘vicious circle’ to mean that there was a repetitive cycle. They did not realize, however, that there was a reciprocal relationship between the quality and the use of water. The following response gained full marks: *The quality of the water influences its usage and the reverse is true in this vicious cycle.*

Part (b) required candidates to indicate the pollutants that were mentioned on the selection. This question was well answered, especially since marks were awarded for a variety of answers. Most candidates were able to say chemical waste, but had problems expressing *les eaux dégout non-traitées* — untreated sewage or wastewater.

Most candidates identified at least one of the two areas or places where pollutants were dumped, Part (c). Many candidates did have the answer *lake*, but seemed not to understand what *estuaires* meant, and so wrote ‘dams’, ‘reservoirs’, ‘the sea’, ‘water’ (too vague) and even, ‘on land’.

Part (d) was well answered by candidates although there were some candidates who wrote ‘technique’ instead of *technical* in response to two perspectives from which the dumping of pollutants could be considered.

#### Selection 5

Conservation of the environment was the topic of this selection. Candidate performance was generally good in response to the questions asked on this selection.

Part (a), on the challenge now faced by mankind, was apparently the most difficult question on this selection. Candidates made mention of the words ‘economy’ and ‘preserving the environment’. They were unable, however, to figure out the meaning of *croissance*, a word that should be familiar at this level, or *tout en* + the present participle. Candidates needed to use clear language. The challenge being faced was ensuring that there was economic growth, while preserving the environment.

Most candidates extracted the general idea of what response was required for Part (b), on one way in which mankind behaved in the past. They wrote of disregard for our resources or acting as if our resources were endless.

Part (c), which asked for two factors that directly depended on our environment was also well answered. Most candidates were able to provide the required answers—*health* and *prosperity*.

Part (d) was also well done. Candidates were clear as to why attention must be paid to changes in the ecosystems.

### **Section B – Extended Interview**

#### Selection 6

The sixth selection was an interview of an African intellectual, Georges Senghor, on race relations. Candidate performance was generally good.

## Part 1

Part (a), on a description of racism by the interviewer, was satisfactorily answered by candidates. While almost every candidate understood *controversé*, on the other hand, *inquiétant* was difficult for several candidates who either omitted it or used some other term.

Part (b) was not as well answered by candidates. The question was on the suggestion put forward by Senghor to deal effectively with the scourge of racism. Candidates apparently did not listen carefully to the interview. The word *et*, for example, makes a difference because it gives the idea that another point is to come. Senghor stated *l'analyser et essayer de le détailler*, thus there were two separate points.

In response to Part (c), most candidates were able to hear the first part of the equation used with respect to black identity, which is *black equals slave*, but they were unable to give the second part — *therefore black equals sub-human*.

Candidates generally were unable to earn full marks on Part (d). While most candidates earned the mark for *thinkers*, or variations thereof, they had difficulty with *hommes de lettres* (men of letters/writers), which is related to a lack of vocabulary in English. ‘Men who write letters’ and ‘lettermen’ were two of the terms used to translate this expression.

Part (e) was mostly well answered. Many candidates wrote *objectivity* and *education* as the two elements to help people reflect on the reality of racism. It was disappointing that some candidates wrote ‘objectives’ instead of ‘objectivity’, a cognate in French.

## Part 2

Responses to Part (f) were satisfactory. About half of the candidates correctly identified one of the two types of sportsmen mentioned — footballers, but not runners. The word *coureurs* was found to be challenging. Some candidates named other sports—basketball players, cricketers. Others thought that specific sportsmen were being named — M. Balonnoir and M. Coro.

Most candidates responded correctly to Part (g), three European countries in which blacks are victims of racism, and Part (h), areas in which blacks are seen as being in the minority.

Most candidates were able to earn at least one or two of the total of three marks allocated to Part (i). The word *bruits*, unfortunately, was a challenge to candidates. Also difficult was *gestes*, interpreted as ‘jesting’ or ‘joking’. Candidates needed to read questions more carefully. The question asked for *methods* used to offend blacks. Giving the response ‘Blacks feel that they are just as superior’ does not indicate a method.

Part (j) was well answered. Most candidates responded that the methods originated *From colonial times and the times of slavery*.

## **Recommendations**

- Candidates should remember that it is better to write an answer than to leave a blank space. They should also pay attention to meaning. Sentences should be coherent, and candidates should avoid coining words.
- Students should take advantage of the many sources of spoken French available — their teacher, the Internet, the radio, movies, songs, the CDs accompanying textbooks — to practise listening to French.
- Teachers are encouraged to provide a wider range of listening material and include questions which require higher-order thinking and some degree of analysis. They should also give practice with questions that require students to show understanding of two or more ideas.



- Candidates should learn vocabulary relating to each module. It is also important to increase general vocabulary, the names of countries, for example, or word families (*court, raccourcir*)
- Candidates should make sure they understand what the questions require, and practise pinpointing the spot at which the answer is to be found. It is also useful to understand word groups — *des footballeurs noirs; la montagne l'hiver*, are examples of expressions which were misinterpreted.
- Candidates should practise pronouncing discrete sounds. Words such as *instabilité* and *inquiétant* were problematic in the selections.
- Candidates should bear grammar in mind: direct object pronouns and the gerund were important elements in some selections.

## Paper 02 – Reading and Writing

### Section A – Reading Comprehension

In this section of Paper 02, candidates were required to read two passages in French. Passage 1 was based on Module 1 (*L'Individu, la famille et la vie journalière*), and candidates were required to respond in English to questions asked in English. Questions on this passage also included an exercise in which synonyms were to be found in the passage for various words and expressions in French. Passage 2 was based on Module 3 (*L'environnement*), and candidates were required to respond in French to questions posed in French.

#### Passage 1 – *Un quart des élèves de CE1 ne sont pas au niveau*

This passage was in keeping with candidates' expected level of mastery of the language. The vocabulary and interest factor were also favourable and the content was in keeping with the stipulated module. The questions for comprehension were within the capabilities of the candidates, facilitating their interpretation of the information given in the passage and allowing them to respond effectively.

Performance was very good overall with less than 6 per cent of the candidates scoring less than 11 marks. There were some areas that posed difficulty to the candidates. In a few instances, sections of the question were omitted.

Part (a) was well handled by almost all candidates and the majority of them received full marks for their response that the education authorities noted that a quarter of the students had difficulty in French and Mathematics.

For Part (b), few candidates obtained full marks. It was felt that many candidates fell short on this question because of their lack of comprehension of the word *atteinte*, which they translated as 'attention'. Many candidates spoke about the degree of attention paid to the objectives rather than *the level of achievement of the objectives of the new programmes*. In actuality, some candidates seemed to have attempted to translate that section of the passage, resulting in a distorted version of the correct response. An example of a complete response would have been: *The evaluations are expected to determine the degree to which the objectives of the new French and Mathematics syllabuses are met.*

Part (c) was well handled. Most candidates received full marks for correctly indicating how the evaluations would help teachers.

For Part (d), few candidates attained a perfect score. The majority of candidates thought that *calcul* was calculus and many stated that *orthographe* referred to 'writing' or 'penmanship'.

Similarly, very few candidates were able to score full marks for Part (e). Most candidates were unable to provide a plausible explanation of the author's view of the reform. Many of them failed to indicate the specific areas in

which there was a drop in students' performance, for example, Grammar, Spelling and Mathematics. In other instances, candidates transposed the information for one subject onto another.

Part (f) was handled reasonably well, and most candidates received full marks. Many candidates had difficulty understanding that *construction d'informations* referred to construction of information.

For Part (g), many candidates were able to show that the author was not optimistic about the reforms. However, they failed to understand fully the author's comments. Quite a few candidates misinterpreted the word *guère* as *guerre*, and so stated that there was not a 'war of optimism'. An example of a full and correct response is as follows: *The author's overall view is that, based on these evaluations, one can barely be optimistic, even if the reforms were added to the school programs.*

Parts (h)–(l), the sections on synonyms, were generally well handled and most candidates received at least three out of five marks. Many candidates scored full marks.

### Comments and Recommendations

- Although prior knowledge of a topic may be helpful in interpreting a passage, candidates should restrict their answers to the information given in the passage.
- Candidates should be aware of *faux amis*. A large number of candidates interpreted *calcul* as 'calculus', *atteinte* as 'attention' and *objectifs* as 'objections'.
- A lack of vocabulary on the part of many candidates affected their ability to receive a higher score than they actually attained. Teachers should continue to encourage their students to research these topics, as well as provide opportunities for them to engage in activities that will help to build their vocabulary levels.
- It was evident that most candidates have some difficulty responding correctly to the higher order questions. Many candidates were unable to explain or give their opinion based on facts presented. Therefore, teachers should provide additional opportunities for practice of these types of questions, so that students would not view them as challenging, but would have learnt a strategy for dealing with them, thereby producing more correct responses.
- With regard to the synonyms, although most candidates performed well in this section, it should be noted that some candidates fell short due to their lack of vocabulary and their lack of recognition that synonyms in the passage *generally* have the same form (inclusive of tense, gender and number) as those given in the question. Candidates should pay particular attention to parts of speech when answering this section of the paper. They should also note that the paragraph in which the synonym may be found is indicated. Precision is extremely important. Candidates should note that it is not necessary to write out an entire phrase as the synonym for one word, for example, *cette baisse s'observe* as the synonym for *est évident*.
- Candidates should skip lines between responses to allow for ease of reading and marking.
- Candidates should be careful to label correctly the sections of the question being attempted and should avoid omitting sections of the question.

### Passage 2 – Agir contre la pollution et le réchauffement

This passage was also in keeping with the content of the syllabus. It proved to be more challenging for candidates than Passage 1, although 71 per cent of the candidates scored within the satisfactory and excellent ranges. There was evidence of overall comprehension of the passage, as it was noted that many more candidates attempted to answer in their own words than in previous years. In most cases where sections were copied from the passage,

quotation marks were used or candidates changed a few words throughout. It must be noted, however, that candidates will be penalized for writing answers verbatim from the passage.

Part (a) posed the least amount of difficulty for candidates and most of them received at least two of the three allocated marks. Not enough attention was paid to ...*liés à l'activité humaine* and it followed that some candidates included *les éruptions volcaniques* as part of their response. Candidates incorrectly referred to *la circulation de l'agriculture* and *les incendies par les installations industrielles* as part of their response in a few instances. Most candidates, however, were able to identify three areas of human activity that contributed to pollution. An example of a full answer is as follows: *Trois secteurs qui contribuent sont : (1) les installations industrielles, (2) la circulation routière et (3) l'agriculture.*

Part (b) required a more profound response and many candidates were unable to write all the aspects of the information necessary to receive full marks. Many candidates did not understand nor did they state the factors involved in the *influences réciproques*, namely, *les gaz à effet de serre* and *les polluants atmosphériques*. It was also unclear to candidates that the fact that one had not previously integrated these two aspects was the reason why the targeted objectives of the policies had not been met.

Many candidates were not able to state the two sides of the paradox that were required for Part (c). Many of them received only partial marks, having identified only one side of the issue. It was also noted that many candidates used the examples required for Part (d) as their answer rather than indicate what was the environmental paradox that was mentioned. It was obvious from some of the answers given that the word 'paradox' might not have been understood. Nevertheless, a few candidates acquitted themselves well for this section of the question and were able to state that activities that could have a positive effect on the climate could have negative consequences with regard to atmospheric pollution.

Part (d) also posed difficulty for candidates given that many of them, not knowing what a paradox was in the first instance, again gave one-sided examples. Some candidates felt that the paradox was that cars emitted CO<sub>2</sub> (carbon dioxide) but did not accept or take in atmospheric pollutants. Candidates had options here, including the two examples outlined in the last section of the second paragraph.

Part (e) was generally well handled by many candidates. It was found, however, that many candidates did not say that devices were installed on the *cheminées* (chimneys) of the factories in order to filter the smoke emitted. For this section of the question, it was noted that many candidates copied their responses directly from the passage with little or no attempt to write in their own words.

Part (f) proved to be challenging to most candidates. Few candidates were able to state that the length of time needed for greenhouse gases to dissipate was longer than that of atmospheric pollutants. A few candidates referred to *temps* as the 'weather' in their response and thereby gave distorted responses.

### Comments and Recommendations

- The main challenges with this section included the need to analyse the information provided and apply meaningful and clear answers to the questions. It is useful for teachers to provide opportunities for students to develop their skills of synthesis and analysis in order to perform well on questions that require these skills.
- This question dealt primarily with comprehension and it was evident that a lack of vocabulary on the part of candidates marred their ability to garner a full score on many sections of the question.
- Grammar was also cause for concern. Teachers should ensure that more practice is undertaken to develop students' grammar usage and competence, paying particular attention to subject-verb agreement, verb conjugation and tense.

- It is also useful to note the allocation of marks for each section of the question. This can be used as a guide with regard to how much information is required for each response. It is useful to be concise while providing all the necessary information.
- Candidates should skip lines between responses to allow for ease of reading and marking.
- Candidates should be careful to label correctly the sections of the questions attempted and should avoid omitting sections of the question.

## Section B – Essays

In this section of the paper, candidates were required to write an essay of 250–300 words in French on one of five topics from Module 2 of the syllabus — *La société et les affaires sociales*. Marks (maximum of 24) were awarded for content and presentation (organization and coverage of the topic, relevance and inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms as well as accuracy of grammatical structures). Candidates were expected to write essays with a proper introduction and conclusion and to present at least three clear points in their discussion of the topic.

Candidates' performance ranged from poor to excellent. There were excellent scripts where candidates manipulated the language well and were able to present tangible and well-argued points. However, far too many candidates demonstrated a limited grasp of essential grammatical structures and a lack of relevant vocabulary at this level.

Although no candidate exhibited a misinterpretation of the questions, many of them treated the topics superficially and presented points without the development of ideas. It was evident that there were some candidates who had prepared general essays and who memorized and reproduced them during the examination without taking into consideration the requirements of the topic chosen for discussion.

### Question 3

*«La contribution de l'église à la résolution des problèmes sociaux est souvent sous-estimée.» Commentez cette opinion.*

Although very good responses were noted, this question was not one of the more popular questions selected by candidates. Most candidates agreed with the statement that the contribution of the Church to the resolution of social problems was often underestimated. They then discussed the role of the Church in providing some method of guidance as well as the way in which the Church gave people hope and helped them to live harmoniously.

Candidates who produced poorly developed responses either included in their essays an entire discussion based on the criminal activities or elements in society or numerous general statements rather than the arguments of a point of view.

On the other hand, candidates who produced good responses presented arguments that included the following:

- the role the Church played in society, in particular, with regard to enhancing moral and spiritual values;
- the assistance the Church provided through outreach programmes;
- ways in which the Church helped to maintain order in society.

Question 4

*«Le système éducatif ne tient pas suffisamment compte des besoins des handicapés physiques.» Donnez votre opinion.*

This proved to be the least popular choice among candidates. It required candidates to indicate if they agreed that the education system did not take into account the needs of the physically disabled. Although overall performance was satisfactory, in many instances, candidates merely stated a few points without any form of development or supporting details for their arguments.

Question 5

*«Trop d'enfants de la région des Caraïbes sont obligés de jouer le rôle d'adultes.» Commentez.*

This was one of the most popular questions selected by candidates. It required candidates to state why so many children in the Caribbean region are forced to assume the role of adults. Many points for discussion were highlighted and included death, poverty, teenage pregnancy, long working hours of parents, illness and drug addiction (on the part of adults).

Candidates argued that, as a result of the aforementioned, children were forced to care for their younger siblings themselves, cook, clean and make adult decisions. Some candidates also argued that assuming the role of an adult was voluntary, and highlighted the fact that some children did so because they simply wanted to do as they pleased.

It was found that many candidates gave examples of various ways in which children played the role of adults, without adequate development of the points, and without showing the negative impact first on the children themselves, then families and then finally, on society.

One well-developed essay highlighted the circumstances under which children were forced to play the role of an adult, but stated beforehand that this was not the case in all families; that many parents were struggling to make ends meet and provide as much as they could for their children, though times may have been tough. In conclusion, the candidate indicated that it was necessary for parents to ensure that they provided the care, love and security that children required.

Question 6

*«Les problèmes sociaux s'accroissent quand il y a trop d'illettrés.» Discutez ce point de vue.*

This question was quite popular among candidates and received the best performance. Candidates were required to discuss whether or not social problems were accentuated because of illiterate individuals in society. Many candidates identified poverty, violence, crime, unemployment and homelessness as possibly being linked to illiteracy. Others argued that while illiteracy could be linked to many social issues, illiterate persons were not necessarily to be blamed for all the social ills in society. They went on to discuss other factors that could be the root of social problems and some even discussed how social ills had impacted on illiteracy.

Poor responses included instances where candidates merely listed a series of points without development of the ideas. One candidate wrote one page and a half of idioms and phrases that were very general and which could have been applied to any question. Examples of these expressions include: *\*C'est un soucis primordial et la tendance se prolonge.* / *\* C'est un problème foncier qui peut être maîtrisé s'il faut.* This candidate made no attempt either to discuss or to develop any ideas related to the topic chosen.

Question 7

«Malheureusement, l'homme n'est plus le chef de famille.» *Discutez.*

This was, by far, the most popular question selected by candidates. The question required candidates to discuss whether or not they felt that the man was no longer the head of the home, and to indicate why or why not. Generally, candidates were able to give examples of the man being the head of the household. Most candidates, however, agreed with the statement and presented arguments to support the view that more and more women were now assuming the role of head of the family. One candidate stated that the abdication of duties by men as head of the household had its roots in slavery when men were used for breeding purposes and had no further responsibility in terms of assuming headship of the home.

Many candidates spoke of single parent families; some indicated that men were also sometimes the only parent in the family. A few presented arguments to suggest that having women as the head of the home, after years of suppression, should be a cause for celebration.

There were quite a few essays where candidates simply launched an attack on men in general and provided feminist views without adequately discussing the topic. Others presented arguments on the changing roles of men and women without providing a link or an explanation as to how or why the man was no longer the head of the household.

### Comments and Recommendations

The general performance of candidates in this section was satisfactory. The following are some of the main challenges noted by examiners:

- The introductions presented by candidates were too general and vague. There was no mention of ideas/points to be developed.
- Where points were stated, they were not adequately developed. In some instances, statements were too brief. There was inadequate coverage of the topic.
- There were not many examples (stories, illustrations, facts, statistics) used to support points.
- There were too many errors of grammar which included:
  - Incorrect spelling (inclusive of omission of accents) *\*beacoup, \*famaille, \* education*
  - Lack of agreement: *\*lenfants des familles \*pauvre ; Ses parents \*devient très \*fâché \*Luns qui \*gagner*
  - Faulty/clumsy structures: *\*Ne plus a le problem; \*les familles ont besoin chaque personne pour aide; \*Est les choix mal; \*Les enfants sonnt jouer;*
  - Misuse and misrepresentation of the Passé Composé *\*la femme a s'émancipé*
  - Misuse of expressions / incorrect expressions:
    - *parce que* used instead of *à cause de*; *beaucoup de fois, \*je ne pense pas alors, le seul chemin; \*dans le chez* instead of *à la maison*

*\*An asterisk indicates an incorrect form, spelling or structure*

- Inappropriate use of negative structures: Use of ‘ne’ to mean ‘non’
- Confusion between: *mal* and *mauvais*/no agreement between adjective and noun : \**Les mal influences*
- Inappropriate use of demonstrative adjectives: \**Je ne pense pas ce*; \**À cause de ce*  
\* *Cettes*
- Incorrect conjugation of irregular verbs *faire, devoir, pouvoir*  
*Ils \*faisent; Elles \*faites*
- Use of English structures to recreate phrases in French:  
\**Faire quoi il plaire* \**En ordre par* \**Il y a difficult temps*  
\**Comme long comme les hommes* (= \**as long as men...*)  
\* *voir après le petit frère* (= \**to look after the little brother*); \**usualment* (= \**usually*)

Conversely, there were several examples of candidates’ attempts to use idiomatic expressions and other linguistic expressions that demonstrated their mastery of the language. These included:

- The appropriate use of the subjunctive –
  - *Il est nécessaire qu’ on puisse acquérir l’éducation pour être qualifié*
  - *Pour que ce fléau cesse de s’entendre*
  - *Bien que des mesures soient prises*
- Appropriate phrases
  - *Sur le plan social ou financier*
  - *On ne peut pas culpabiliser les illettrés*
  - *Cette dissertation a pour but d’aborder les causes de ce problème*
  - *Un problème brûlant de l’actualité/un thème brûlant*
  - *... qui touche toutes les couches sociales*
  - *Le plus frappant*
  - *\*Un autre difficulté vient s’ajouter”*
  - *La famille monoparentale*
  - *La démission parentale*
  - *Les responsabilités affectives*
  - *Une prise de conscience*
  - *L’évolution de l’image de la femme a bouleversé considérablement*
  - *La vie du vingt et unième siècle*
  - *La principale victoire, sans doute, c’est celle de la contraception*
  - *Le problème est beaucoup plus sérieux qu’on ne se l’imagine..*
  - *Il faut bien reconnaître que ...*
  - *Sans doute, ayant trop d’illettrés dans la société provoque la criminalité...*
  - *Toutes choses considérées...*
  - *pour que ce fléau cesse de [s’étendre] ...*

\*An asterisk indicates an incorrect form, spelling or structure

- Teachers should encourage their students to read a wide variety of literature as it is felt that the more students are exposed to various writing styles, the better their written expression will be, resulting in improved performance on the essay question of the examination.
- Greater emphasis also needs to be placed on grammar. Teachers should encourage their students to write more grammatically accurate sentences, paying greater attention to areas of subject-verb agreement, verb conjugation, general agreement and spelling.
- Teachers should also continue to give students the opportunity to practise their essay writing skills, placing great emphasis on the analysis of topics.
- Candidates should observe the word limit. Failure to do so will result in their work not being read after the cut-off point, which will lead to a less desirable mark.
- Candidates should avoid using Spanish words to coin French words.

### Paper 03 – Literary Analysis and Themes

#### Section A – Literary Analysis

This section required candidates to answer one of four questions based on a literary extract taken from the prescribed texts studied: *L'enfant noir*, *L'odeur du café*, *L'étranger* and *Une si longue lettre*. Candidates were required to comment on plot, setting, characterization and simple literary techniques.

The majority of the candidates, approximately 50 per cent, opted to respond to Question 1 which focused on the text *L'enfant noir*. The other popular choice was Question 3, with approximately 32 per cent of the candidates choosing to answer this question which was based on *L'étranger*. The other candidates chose *L'odeur du café* (ten per cent), and *Une si longue lettre* (eight per cent).

#### Question 1: *L'enfant noir*

Generally, this question was well done. Over 85 per cent of the candidates earned scores ranging from satisfactory to excellent.

For Part (a), although some candidates were able to effectively convey the idea that the narrator was captivated by the sea from the time he discovered it, and that his friend Marie would spend long periods of time just gazing at it, other candidates had difficulty in capturing both ideas and, as a result, were awarded partial marks.

In order to obtain full marks for Part (b), candidates were expected to respond by indicating that the sea, *la plaine liquide*, reminded them of another plain which, in the extract, was identified as that of Haute Guinée. The question was well done, but a few candidates who failed to mention that the sea brought back memories of Haute Guinée, the narrator's home, were unable to score full marks.

For Part (c), some candidates wrote that descriptive words were used to depict the landscape from a painter's point of view. However, candidates were expected to be able to make direct, relevant quotes from the second paragraph to substantiate their answer.

With regard to Part (d), some candidates failed to draw any conclusions from the dialogue at the end of the passage. Most of those candidates who correctly identified the relevant section were able to describe the narrator's personality, using terms like *aventureux* or *il aime l'aventure*. The description of Marie was more challenging, but adjectives that alluded to her prudence were accepted. In order to score full marks, candidates were expected to provide evidence from the extract to underscore the personality traits identified for both characters.



Question 2: L'odeur du café

Among those candidates who selected this question, over 90 per cent scored marks ranging from satisfactory to excellent.

Part (a) was satisfactorily done. Some candidates misunderstood the meaning of *pleine d'esprit* and interpreted it as sarcastic, insulting or energetic, rather than witty. Candidates were expected to show that the doctor insinuated that at school one only learns [*d*]es *bêtises* and based on his comment, Da was therefore able to humorously conclude that *les bêtises doivent être la formation de base d'un médecin...*

Some candidates rambled a great deal in responding to Part (b), but most were able to provide relevant comments to highlight the costly nature of the preparations for the new school year.

The responses to both Part (c) and Part (d) were generally good. Most candidates responded well to Part (c) and most candidates were able to comment satisfactorily on the narrator's powers of observation in Part (d).

Question 3: L'étranger

Among the candidates who chose this question, approximately 80 per cent received marks ranging from satisfactory to excellent.

While Part (a) was well answered by the majority of candidates, for Part (b) some candidates were unable to make a general opening statement about Meursault's neighbours. However, most candidates were able to produce appropriate comments with regard to the behaviour of Salamano and Raymond.

With regard to Part (c), a large number of candidates answered appropriately, citing both of the required elements, Meursault's refusal to seek assistance from the police for Raymond's girlfriend, and his indifferent response to Marie's question about his feelings for her.

For Part (d), reference to the general concern of the neighbours was not made in some instances, but a number of candidates were able to identify and include relevant citations to illustrate community spirit.

Question 4: Une si longue lettre

For this question, about 70 per cent of the candidates received scores ranging from satisfactory to excellent.

Part (a) proved challenging for many candidates and many were unable to gain full marks. Many candidates could not clearly communicate the narrator's ability to intelligently analyse situations and then draw conclusions from her observations. Appropriate responses examined her comparison of *les princes ... et les autres, les clivages insensés de la société...*, as well as her analysis of love.

For Part (b), although candidates may have had problems in clearly expressing their thoughts in French, most of them were able to produce an appropriate response to this question.

Candidates' performance on Part (c) was fair. Sometimes candidates could not explain succinctly the required characteristics of Aïssatou — she was a woman of principle, as a Moslem woman she was courageous, independent and dignified.

Candidates found Part (d) to be difficult. Few of them alluded to the narrator's respect and admiration for books and then illustrated these traits. Instead, some candidates selected quotations from the passage and simply inserted them into their answers without including any comment or discussion.

## Comments

- The performance of candidates ranged from poor to excellent with the majority producing moderate to very good answers. In a number of instances, candidates were able to score high marks. However, only a few displayed sound analytical skills, a high level of vocabulary or were able to communicate very well in French.
- Many candidates demonstrated familiarity with the text chosen, and that was very commendable.
- In their responses, many candidates tended to ramble, thus producing very long responses at times. Candidates should be advised that they need to be more concise and precise.
- Although candidates were allowed to use dictionaries for the examination, there was still evidence of a large number of anglicisms, *faux amis*, and inaccuracies in spelling.
- Candidates must be encouraged to pay more attention to the wording of the questions and to carefully analyse questions before writing their answers.

## Section B – Themes

Candidates were required to write one essay, of 350–400 words, in English, from the thematic areas: *La jeunesse* and *L'individu et la société*. The prescribed texts for this section were: *La jeunesse – L'enfant noir* and *L'odeur du café* while those for *L'individu et la société* were *L'étranger* and *Une si longue lettre*. Four questions were given, two on each theme. In general, many candidates displayed a sound knowledge of the texts but weaknesses were observed in terms of their analysis and organization of the essays.

The preferred text for the majority of those who selected a text from *La Jeunesse* was *L'enfant noir*. Over 60 per cent of the candidates opted to choose a question based on the theme *L'individu et la société*. The most popular text from this section was *L'étranger*. The least popular text was *L'odeur du café*.

For each question in Section B, over 90 per cent of the candidates were able to obtain marks ranging from satisfactory to excellent. However, the majority of the candidates fell within the categories good and very good.

### Question 5

*The theme of love is quite evident in this text. Discuss this opinion with reference to the text that you have studied.*

The performance of candidates who wrote this question generally ranged between good and very good. The main text used was *L'enfant noir*. Many candidates were able to identify different types of love — parental, fraternal, romantic. Nevertheless, a few candidates limited the theme to parental love and as a result, did not score as high as their counterparts who adequately developed the theme. *L'odeur du café* was not a popular choice, but the few candidates who chose to base their answers on this text made a fair attempt at answering the question.

### Question 6

*Growing up is simply fun. Comment on this statement with reference to the text that you have studied.*

This question was not as popular as Question 5, but again, those who opted for this question preferred to use *L'enfant noir*. Those candidates who scored well not only referred to the fun part of the narrators childhood — for example, his visit to his extended family in Tindican, his playing close to his father's hut and teasing girls on the way to school — but also recognized the unpleasant moments as well (being bullied by older boys, fear linked to circumcision activities, death of a loved one). Many candidates were able to conclude that although growing up is not always fun, all experiences are, nevertheless, valuable.

For the few candidates who chose *L'odeur du café*, the best essays were those which were able to identify areas of fun for the narrator as well as the unpleasant moments. Comments were also included by a few candidates to underscore what the narrator gleaned from his grandmother, Da.

### Question 7

*All things considered, the narrator merits our admiration and respect. Discuss this point of view with reference to the text you have studied.*

Candidates performed best on this question. It was attempted by a fair number of candidates, most of whom preferred to opt for *L'étranger* instead of *Une si longue lettre*. The more analytical candidates who selected *L'étranger* were able to see the dual nature of Meursault's character and justify why he merited or did not merit admiration and respect. They were able to produce evidence from the text to support their perspective. A smaller number of candidates selected *Une si longue lettre*. Performance was comparable with that of those candidates who chose *L'étranger*.

### Question 8

*Life is an absolute tragedy. Give reasons why you may agree OR disagree with this comment in relation to the text you have studied.*

This question was the preferred choice of the majority of candidates who decided to focus on the theme *L'individu et la société*. Most candidates were able to score at least 16 out of the 32 marks possible, which suggested a sound knowledge of the text and a commendable attempt to apply this knowledge to the set text.

The candidates who elected to use *Une si longue lettre*, presented a fairly balanced portrayal of Ramatoulaye and, to a lesser extent, Aïssatou, (only a few examined Jacqueline), and before concluding, explored in an effective manner the reasons why life for these characters could or could not have been considered tragic. It was generally understood that although there were tragic moments in the lives of all the characters, they all survived. This led to the conclusion that the work was not an absolute tragedy.

Candidates who chose *L'étranger* were faced with a more challenging task because, due to the nature of the text itself, it was difficult, if not virtually impossible, to agree that life was an absolute tragedy for the main character, Meursault, on whom most of the emphasis was placed. As a result, only the very analytical candidates who had a good grasp of the underlying philosophy of the work were able to produce work of the highest standard. In general, the performance of a significant number of candidates was deemed to be only satisfactory as they mainly concentrated on some of the perceived tragic events which surrounded Meursault's life. They totally ignored the fact that Meursault had no great expectations of life and, therefore, was never disappointed by anything which transpired. In this indifferent and Godless world he was content to make the most of whatever life offered. Close to the end of his life he was able to declare that he knew that he had been happy before and still was.

### **Comments**

- Candidates need more practice in interpreting questions.
- Candidates should be given much more practice with questions requiring analysis, in order to combat the tendency of merely narrating the story.
- Candidates need to pay more attention to the organization of the essays so that ideas are communicated in a more coherent and clear manner.

- Candidates are reminded that quotations must be in French and not English. No marks are awarded for quotations given in English. Direct quotations used should be taken from the French version of the texts. Students must be taught how to incorporate quotations into their essays.

## UNIT 2

### Paper 01 – Listening Comprehension

Candidates were required to respond to a series of questions based on five short selections (Section A) and one extended interview (Section B). The selections were in French, but questions and responses were in English. The performance this year was varied, ranging from unsatisfactory to excellent. Although there were some questions left unanswered, most candidates were able to complete the examination within the time allotted.

The topics of the selections were set in line with the three modules of the syllabus:

- |                      |  |
|----------------------|--|
| Questions 1 and 2    | – Module 1 ( <i>L'actualité</i> )                            |
| Questions 3, 4 and 5 | – Module 3 ( <i>L'industrie, le commerce et l'économie</i> ) |
| Question 6           | – Module 2 ( <i>La science et la technologie</i> )           |

#### Section A – Short Selections

##### Selection 1

This selection looked at music festivals in Switzerland. Overall, performance was good.

Part (a) was very well done. Most candidates were aware that Switzerland was the focus in the selection. However, there were candidates who wrote 'Sweden' or 'Swiss' instead of *Switzerland*. Although 'Swiss' was accepted, candidates should note what was required — a country, not a nationality. In a few cases, Nepal was given as the answer, no doubt because candidates heard *La Suisse n'est pas le désert ...* and were unable to separate the words logically.

Candidates also performed well on Part (b). A few candidates wrote dessert instead of *desert*, in responding to how Switzerland is often mistakenly called, and references were also made to musical treats. There were several acceptable variations given for this answer.

Part (c) asked candidates to state what the selection said of the many summer festivals. The phrase *deux des plus gros événements musicaux en Europe*, which contained all the elements of the answer, posed quite a challenge to many candidates. Surprisingly, very few candidates seemed to hear or understand *deux*, and some were confused by the reference to *des dizaines de festivals*. Inadequate knowledge of grammar affected candidates in some cases — they did not recognize the superlative or the relative pronoun *dont* (interpreted as *dans*). Some did not understand the verb *fleurissent*, and so referred to festivals of flowers, floral arrangements and florists. Most candidates scored one mark for mentioning 'in Europe'.

Although most candidates were able to correctly name one country where sound engineers seemed to be less competent, Part(d), some need to be reminded that Europe is not a country.

Most candidates gave at least two out of three reasons for festival-goers being attracted to Switzerland, Part (e). There were several answers given for *incendies*, for example, 'fires', 'lights', 'fireworks'. Some candidates did not realize that 'sense of timing' is not the same as telling the time.

Similarly, for Part (f), many candidates succeeded in getting two out of three responses, (the accommodation and the aspect of comfort, food and the ambience) as to why Switzerland's hospitality was said to be the best in the world. Some candidates had difficulty with the word *loges* and interpreted it to mean lounges.

### Selection 2

This selection was on music and the social movement in Guadeloupe. Overall, candidate response was relatively good.

Most candidates correctly answered Part (a) which asked them to state when French West Indian artistes began to make their voices heard. While most candidates stated *since the 1940s* there were a few who wrote 'after the 1940s' (which was not accepted). There were various other errors with the date and the time frame, for example, '40 years ago', and 'in the 14<sup>th</sup> century'.

For Part (b), candidates had to state three things about Kolo Barst. This was generally well answered. However, some candidates thought that *chansons militantes* referred to the military, and because Kolo Barst was interviewed in Guadeloupe, some candidates described him as Guadeloupean instead of Martinican.

Most candidates scored at least one of two marks available for Part (c). There were two acceptable answers to when Barst expressed his views, either *during an interview on Guadeloupean radio*, or *during the protest action in January 2009*.

Part (d) was fairly well answered. While many candidates heard *La fonction de l'artiste, c'est d'anticiper*, and understood that the artiste's role was *to anticipate*, many others, however, thought of *anticipé*, and so wrote that the role was 'anticipated'.

Part (e) proved challenging for candidates. While many of them did not know what the social movement of January 2009 revealed, some leeway was allowed for answers which showed some understanding of the main idea — that the themes that emerged during the period of social unrest were already to be found in the lyrics (texts) and themes that formed a part of the West Indian musical heritage.

For Part (f), most candidates were able to identify at least one of the two themes revealed during the social movement, either *the exploitation of one class by another* or *the feeling of a lack of control of one's destiny*.

### Selection 3

Fighting discrimination in the work force was the theme of this selection. Performance was excellent.

For Part (a), most candidates understood that there was discrimination in the work place. However, very few candidates understood *à l'embauche*, and so were unable to write *discrimination in hiring practices*. A more significant number of candidates realized that there was discrimination in *career advancement*.

Most candidates understood that a committee was formed to assess or measure diversity in the work place, Part (b).

Part (c), on the reason for a questionnaire being created, was generally well answered. An example of an excellent response is *They created an anonymous questionnaire to find out if the average wage-earner (worker) was discriminated against, and why*. However, a number of candidates thought that the questionnaire dealt with salaries.

Most candidates correctly answered Part (d) that women felt that they were most discriminated against. Nevertheless, there were a few candidates who mentioned 'families', 'man', 'the hungry' and even 'the visible minority', instead of *women*.

### Selection 4

Overall performance on this selection, on audio books in France, was satisfactory.

Part (a), on the percentage of book sales represented by audio books, was poorly done by candidates. The phrase *moins d'un* was problematic on two fronts — first, *moins de* was interpreted as ‘average’; then some candidates interpreted *d'un* to mean *deux*. Candidates also wrote 20 per cent and 80 per cent.

Most candidates were able to name at least two out of the three places where buyers listen to the books. Surprisingly, *chez eux* posed some degree of difficulty for candidates.

For Part (c), candidates were required to indicate for whom the audio books were the sole method of access to literature. The majority of candidates understood at least one of the two groups mentioned — those who were *mal voyants* (the visually impaired) or *âgés* (the elderly). The latter was particularly difficult.

For Part (d), while candidates recognized that audio books were expensive, they failed to compare them to paperback books (*le prix reste élevé par rapport au livre de poche*).

### Selection 5

This selection, based on the use of software in business, was satisfactorily done by candidates.

Part (a) proved challenging for most candidates. The response required was that a good company would wish to *reduce costs without compromising its ambitions*. The idea of not compromising ambitions surfaced in a number of scripts, but very few candidates managed to understand *réduire ses coûts*.

For Part (b), exceptional candidates produced answers such as *Companies are obliged to give their workers software that can assist them in their tasks*. It was clear, however, that most candidates did not understand the word *logiciels* or the other ideas contained in *choisis en fonction des besoins de l'entreprise*.

While their responses showed that candidates generally understood that Part (c) required them to indicate the aims to be achieved by the companies' action, very few of them were able to produce the complete response that was needed — *To identify a source of potential savings, but also to detect business opportunities in a difficult economic environment*. The difficulty was with *les sources d'économies potentielles*, which was often rendered as ‘potential economic sources’.

## **Section B – Extended interview**

### Selection 6

This selection was based on an interview with Dr Axel Khan, a geneticist, on the limitations of genetics. Candidate performance was satisfactory.

#### Part 1

The answer to Part (a), on the prediction that could be made through genetic evolution, was to be found in the very first sentence/question in the interview. The required response was *whether genetics could predict the time of one's death*. Unfortunately, candidates were rarely correct.

On the other hand, Part (b) was fairly well done. Candidates were required to state the information given by Dr Khan on the limitation of genes. A good response was *Dr Khan states that one's genes cannot predict the formation of a disease*. Another possible answer was that *genes cannot command one's destiny*.

Similarly, candidates performed well on Part (c). Most candidates earned at least three out of the four allocated marks. The correct answer required candidates to say that genes *could indicate the body's capacity to resist its environment/obesity/hypertension/ and many other infections*. Some candidates were unable to earn marks because they used 'it' or 'they' instead of specifying *genes*. Furthermore, *gènes* was sometimes interpreted as *gens* or *jeunes*. There were also candidates who did not make reference to the body's resistance.

Candidates responded satisfactorily to Part (d) on how genetics helped in the fight against diseases. However, many candidates did not understand *isoler des personnes qui ont une résistance plus faible* (identifying people whose resistance was lower), or *a ouvert de nouvelles pistes* (opened up new ways/avenues).

An excellent response was the following: *By helping persons who have very low resistance to viral illnesses like AIDS, tuberculosis. The capacity of resistance to one's illnesses is very much genetic. Genetics has opened a way to fight diseases*. This response would still have received full marks had the candidate written only *viral illnesses* or *AIDS* or *tuberculosis*.

## Part 2

Most candidates were awarded full marks for Part (e) on the negative impacts that a genetic disease can have on a person's life. There were several possible responses such as *ill health, loss of freedom, diminished access to jobs, bank loans, insurance*.

Part (f) was not well done. Candidates were expected to say that with genetic therapy unhealthy genes were exchanged for more viable ones. Some candidates did not identify the correct part of the passage, and gave answers such as 'It is neither scientific nor ethical but rather political'.

Candidates' responses for Part (g) showed that they were aware of the drawbacks of genetic therapy. These responses were generally quite well done. Any combination of the following would have been awarded full marks — *Genetic therapy is complicated/implementation is lengthy/it is difficult to use (for a number of illnesses)*.

For Part (h), most candidates earned at least one of the two marks available. The correct answer to the question on a therapy apart from genetic therapy was *Revolutionary treatments aimed at specific cells*.

## **Recommendations**

- Candidates should remember that it is better to write an answer than to leave a blank space, but they should pay attention to meaning. Sentences should be coherent and candidates should make sure that they understand the questions they are answering.
- Candidates should take advantage of the many sources of spoken French available — their teacher, the Internet, the radio, movies, songs, the CDs accompanying text books — to practise listening to French. They should learn to pronounce (and recognize) words that are fairly close in pronunciation (*gens, gènes, jeunes*).
- Teachers should provide a wider range of listening material and include questions which require higher order thinking and some degree of analysis. They should also give practice with questions that require students to show understanding of two or more ideas.
- Candidates should learn vocabulary relating to each module. It is also important to increase general vocabulary, the names of countries, for example, and numbers. At the same time, candidates should revise basic vocabulary and grammar, for example, adverbs such as *depuis*, or *moins de*, or relative pronouns such as *dont*.

- Candidates should practise pinpointing the spot at which the answer is to be found. It is also useful to understand word groups — *n'est pas le* is an example of a phrase which was misinterpreted.
- Candidates should aim for accuracy and clarity. It is best not to try to rephrase answers, if in doing so, the original idea is distorted.

## Paper 02 – Reading and Writing

### Section A – Reading Comprehension

Candidates were required to read two passages in French in this section of Paper 02. Passage 1 was based on Module 1 (*L'actualité*), and candidates were required to respond in English to questions asked in English. Questions on this passage also included an exercise in which synonyms were to be found in the passage for various words and expressions in French. Passage 2 was based on Module 3 (*L'industrie, le commerce et l'économie*), and candidates were required to respond in French to questions posed in French.

#### Passage 1 – *La langue créole : élément mobilisateur du mouvement social*

Performance on this passage was generally good. The passage was suitable for the candidates' level of mastery of the language. Although the passage was not very difficult to comprehend, a few questions seemed to pose difficulty for some candidates.

For Part (a), almost all candidates were able to indicate that there was social unrest in the 1960s, 1970s and 1980s, as evidence that Guadeloupes history was turbulent during the latter part of the last century. Some candidates, however, had difficulty recognizing that the year 1980 was used in reference to individuals born after that year. Some misinterpreted *à partir de* to mean that many Guadeloupeans wanted to leave because of social troubles. A few candidates were able to state that there was social unrest, but did not indicate the specific years in which it took place.

For Part (b), a significant number of candidates were able to gain full marks. Many of them, however, were unable to say that young Guadeloupeans learnt about their history during the 2009 general strike. Further, candidates spoke of the social-economic aspect of their country during the 2009 general strike.

Although Part (c) was among the sections that posed the least difficulty for candidates, some of them transposed the information regarding the traditional use of creole onto its usage since the social movement of 2009, and vice versa. One candidate stated that creole could not be taught on the road, and other candidates mentioned that creole was used to seek attention or make gestures.

However, Part (d) posed some difficulty for candidates. Although many candidates were able to state that *since the social movement of 2009 creole has been considered to be a language of power, reflection and defiance* as highlighted in the first line of the third paragraph, too many candidates erroneously felt that the answer was in the last sentence of the second paragraph, thereby not earning full marks. Candidates also had difficulty understanding that creole was now seen as a language in its own right. Some candidates felt that the language was 'problematic'. One candidate wrote that 'they used creole to ask important questions as well as to move around faster and to be more mobile'.

Part (e) posed the greatest difficulty for candidates. Many of them did not grasp the relationship between the mastery/knowledge of French and upward social mobility. Some candidates indicated that *la maîtrise du français* referred to 'French teachers' rather than 'mastering French'. There were varying erroneous analyses for this question, inclusive of the following: '...the social ascension for 44 days...'; '...creole was spoken for 44 days...'; 'The French teachers will climb the social ladder'; 'French language permits one to take the social ladder'; 'French language is used for 44 days'; 'The French language has allowed people to take social ascension during the 44 days'; 'a large number of people who were in slavery or under bondage have been freed and better understood'.



One candidate referred to *l'ascenseur* as taking an elevator and that French was like an elevation and creole was like taking the stairs. A fully correct response should have stated that *mastery of French enabled one to climb the social ladder and that knowledge of French indicated that a child was well educated*.

For Part (f), most candidates received only one of the two marks on offer, since they failed to state that educated persons mastered creole. Many candidates were, however, able to point out that educated persons valued creole. Misconceptions included the statement that 'people should master and value the language' (French), that 'It (creole) was used to move people up', and that 'people value French, not creole'.

For Parts (g)–(k), the section on the synonyms, problems of vocabulary surfaced most noticeably in (g) and (j). Incorrect responses for *facettes* included 'cadres' and 'codes' (instead of *pans*). The word *blaguer* was frequently interpreted as 'injurier' instead of *rigoler*, which was the correct response. Also, the word *valorisaient* was frequently substituted for 'transpiraient'.

### Comments and Recommendations

- In general, it is recommended that candidates write less vague answers in order to be awarded as many marks as possible for their responses.
- Teachers should place greater emphasis on (i) vocabulary enrichment and (ii), teaching/learning of context clue skills to encourage students to understand the language without translating word for word into their native language.
- Vocabulary enrichment will provide exposure to more and more vocabulary which will ultimately help in mastering comprehension.
- Candidates should also be aware of *faux amis*. Several candidates misinterpreted *le collectif* as a collection of works (of art).
- With regard to the section on synonyms, candidates need to pay attention to the form of the word or expression given. Equivalents for synonyms usually have the same form in the passage under consideration. At the same time, candidates need to give some thought to their choice. For example, the candidate who matched *transpiraient* with *valorisaient* probably knew that the forms are often similar, and had to choose between *three* verbs in the imperfect tense in the paragraph. Unfortunately, *suaient* was not chosen.
- Candidates should avoid writing more than one option as a synonym. For example, for *blaguer*, a candidate wrote *rigoler*, *injurier*. This is an indication that the candidate was unsure of which one was the actual synonym. Examiners will *not choose* the right answer(s).
- Candidates are also advised to write legibly and ensure that when a question number is crossed out, that it is done in a clear and neat fashion.
- Questions *must* be numbered correctly. It is very unfortunate when candidates write the correct answers but number the responses incorrectly, thereby losing marks.

### Passage 2 – Paris s'y refuse

This passage proved to be more challenging than Passage 1. In spite of this, many candidates scored above the satisfactory range. The language used in this passage was of an appropriate level for candidates studying Unit 2 of this programme. It must be stated, however, that the way in which candidates answered the questions suggested that it was difficult for them to recognize the specific areas from which answers were to be drawn.

Although some ideas were difficult to understand because of grammatical errors and faulty expression, it must be noted that almost all candidates made a commendable attempt to respond in French in their own words. One candidate opted to respond in English for almost all sections of this question. This candidate was penalized accordingly and, therefore, gained no marks.

Part (a) was generally well handled by many candidates. Most were able to identify both (opposing) views surrounding the conversion of all of Paris into a tourist zone, thereby allowing Sunday shopping. A few candidates interpreted *Bertrand Delanoë, maire de Paris, a exprimé fermement vendredi, son opposition*, to mean that the mayor wanted all businesses to close on Friday.

For Part (b), most candidates were able to identify the reasons why the mayor was against Sunday business.

Part (c) was equally well handled and many candidates were able to respond correctly that personal time, time of rest, and family time would be affected by the opening of businesses on Sunday.

Part (d) proved to be challenging for many candidates who failed to realize that the communists were against the opening of businesses on Sunday, but supported the opening of cultural and sporting sites.

The responses for Part (d) and Part (e) were often transposed. Candidates were expected to respond *Because areas such as Montmartre and the Marais, considered to be tourist zones, are already open to the public on Sundays* or, equally correct, *Working on Sundays could affect families and working persons*.

Candidates handled Part (f) commendably and most were able to gain full marks. Some candidates, however, only mentioned *les familles* in their response and were only awarded one of the two marks on offer. A few candidates erroneously indicated that the business owners would be among those affected.

Part (g) required analysis of the question and posed the greatest level of difficulty for candidates. Very few of them were able to score full marks. Although many candidates understood that the UMP was in favour of the opening of businesses on Sunday, many were unable to correctly interpret and analyse the excerpt *il s'agit de permettre un développement économique et commercial plus harmonieux dans des zones particulièrement attractives. C'est pourquoi cette extension sera réalisée sur la base du volontariat*. Some candidates also demonstrated a lack of comprehension of the expression *Il faut prendre les choses du bon côté*. As a result, this aspect of the answer was neglected. It must be noted, however, that candidates who received partial or full marks expressed themselves well, many in their own words.

### Comments and Recommendations

- Teachers should pay particular attention to improving the grammatical skills of students and should encourage them to write more grammatically accurate responses. Poor expression can mar an answer and make it difficult for examiners to understand the ideas that candidates are trying to convey.

Examples of poor grammar/lack of vocabulary included:

*par disant que*  
*les personnes qui propre magasins*  
*nest pas pense*  
*la journée sont organise*  
*Paris et ne Paris pas*

- Candidates should try to enrich their vocabulary or use the context to find clues that may help them to understand the passage and the questions. A few candidates seemed not to grasp the meaning of key words and expressions.

## Section B – Essays

In this section, candidates were required to write an essay, of 250–300 words, in French on one of five topics from Module 2 of the syllabus (*La science et la technologie*). Marks (maximum of 24) were awarded for content and presentation (organization and coverage of the topic, relevance and inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms as well as accuracy of grammatical structures). Candidates were expected to write essays with a proper introduction and conclusion and to present at least three clear points in their discussion of the topic. Candidates' performance ranged from poor to excellent. There were excellent scripts in which candidates manipulated the language well and were able to present tangible, well-argued points. On the other hand, some candidates treated the topics superficially and many of them presented points without adequate development. Overall, performance was good.

### Question 3

«*Discutez les avantages et les inconvénients du commerce électronique.*»

This question, the second most popular, required candidates to discuss the advantages and disadvantages of e-commerce. Generally, this question was very well handled. Good points developed included the convenience of e-commerce, the speed and variety of options, as well as discounts available online. The disadvantages that candidates raised included the risk of identity theft and the difference in quality between the product received and the one advertised. Candidates who did not perform well on this question either did not present enough points or failed to develop those presented. One candidate misinterpreted *commerce électronique* as 'le courrier électronique' and scored a low mark as a result.

### Question 4

«*Le travail humain deviendra un jour inexistant en raison des avancées technologiques.*» Commentez cet avis.

Very few candidates attempted this question. Responses ranged from acceptable to excellent. This question required candidates to show whether or not they agreed that technological advances would reach a point where one day people would no longer work. Arguments were to be supported with examples. Good responses raised the following points: *less manual labour is required from human beings due to the increasing use of machinery in the agricultural sector; more modern appliances reduce the time spent doing household chores; people do less physical work in the form of exercise because of advances in information technology such as the internet; people no longer need to leave home to do their banking or shopping; everything can be done online.* Another argument was that there was one area in which technological advancements have not replaced humans, that is in the area of national security and law enforcement. Poorly developed responses included a greater focus on technological advances without showing how they are replacing human work.

### Question 5

«*L'Internet est une grande source de danger pour les jeunes.*» Discutez.

This was the most popular question selected by candidates. They were expected to discuss the proposition that the Internet was a major source of danger for young people, indicating whether or not they were in agreement, and presenting arguments for or against the statement. Good responses included both positive and negative aspects of the Internet. Some of the positive aspects were:

- The Internet is used for research and studies
- The Internet is used to remain in contact with loved ones and friends worldwide via Facebook, Skype and other social networks
- The Internet allows for the establishment of new relationships which also leads to appreciation of new cultures

Some of the negative/dangerous aspects noted were:

- The increased exposure to pornography which encourages early sexual behaviour
- The danger of attracting paedophiles
- The threat of identity theft
- The break-up of family life due to addictive behaviour on the Internet
- The influence of violent games and music which negatively impact behaviour

Candidates who did not perform well on this question either did not make and develop sufficient points or elaborated too much on one point.

### Question 6

«Il ne connaît d'autre loi que la sienne...il fait ce qu'il veut.» Commentez cet avis du médecin moderne.

Candidates were expected to indicate whether or not they agreed that doctors today were a law unto themselves. This was attempted by one candidate who misinterpreted the word *médecin* to mean medicine and consequently received a low grade.

### Question 7

«Le clonage est à condamner.» Discutez.

This question, although not popular, was very well done by almost all candidates. It required candidates to discuss the benefits/dangers (negative aspects) of cloning. Candidates who chose this question seemed to be familiar with the topic of cloning and the arguments surrounding it. They spoke of the risks of cloning such as the possible deformity of clones, that cloning was akin to playing God (religious/moral argument) and that clones might be treated as lab rats and not as humans.

Conversely, candidates wrote of some benefits of cloning which included the fact that it provided a solution for infertile couples, it helped with organ transplants which could save lives and that it could be seen as a good option for the preservation of biodiversity and endangered species.

### **Candidates' Weaknesses**

Examiners identified the following challenges:

- Lack of illustrations/examples to support arguments presented
- Spelling errors (inclusive of common words such as *beaucoup* and *seulement*)
- Grammatical errors
  - Lack of agreement of subject and verb – *les parents devrait, les personnes peut, les avantages qui apporte, les entrepreneurs fait*
- Faulty/clumsy structures
  - *trois temps, peut sembles, ils ne peuvent pas voir leurs, cette manqué, beaucoup des/de les enfants, les jeunes passent plusieurs de heures sur internet..., les mals influences, dainsi*
- Incorrect conjugation of verbs
  - *les jeunes...ils ne connaissent pas...*
- Incorrect tenses

## Candidates' Strengths

There were, however, examples of good usage of language/expression by candidates.

*de nos jours..., à légard de..., à cet égard..., dans cette époque de mondialisation..., examinons de plus près..., il est étonnant qu'il y ait..., ....ce thème brûlant de l'actualité..., en dernière analyse..., réfléchissons d'abord à ..., nous devons chercher un autre point de repère..., en outre..., \* l'utilisation de nouvelles technologies devient de plus en plus répandue..., l'internet abonde de dangers..., cela pose un véritable risque à leur développement... , il s'ensuit que..., il faut noter aussi que ..., Réfléchissons au revers de la médaille..., en guise de conclusion..., bien qu'il existe les contrôles pour certains sites, il est évident, d'après ce qui précède, que les inconvénients surpassent les avantages..., il est généralement admis que l'internet a entraîné une kyrielle d'avantages pour le monde aujourd'hui..., les sondages dévoilent que la plupart des jeunes..., il y a la croissance galopante..., ..les jeunes disposent de..., cette contamination érotique contribue à la banalisation du sexe et la chosification de la femme..., regardons maintenant de plus près..., il est nécessaire que nous examinons les risques sans provoquer (du) psychose en ce qui concerne les dangers de l'internet..., on constate que...*

## Recommendations

Given that some candidates did not clearly outline their points in the paragraphs presented, examiners, at times, had difficulty identifying the salient points.

- Teachers need to spend more time reviewing grammar. Examiners encountered too many examples of poor grammatical structures, incorrect spelling etc.
- Further, exposure to various forms of literature will help candidates to develop their writing abilities.
- Candidates should be given the opportunity to practise their essay writing skills with great emphasis on analysis of topics and the presentation of arguments/ideas.
- Candidates must adhere to the word limit presented.
- Candidates should avoid using Spanish words to coin French ones.

## Paper 03 – Literary Analysis and Themes

### Section A – Literary Analysis

Candidates were required to answer questions on one of four extracts taken from the prescribed texts – *La rue cases-nègres*, *Maria Chapdelaine*, *Gouverneurs de la rosée* and *La tragédie du Roi Christophe*. Candidates were required to comment on plot, setting, characterization, and simple literary techniques. Overall, candidate performance was good.

The most popular choice among candidates was Question 1, on *La rue cases-nègres*, chosen by 50 per cent of the candidates. The other popular text was *Gouverneurs de la rosée*, the choice of about 32 per cent of the candidates. The other two texts saw a slightly larger percentage of candidates choosing *La tragédie du Roi Christophe* (ten per cent) over *Maria Chapdelaine* (eight per cent).

#### Question 1: *La rue cases-nègres*

The majority of candidates who opted for this text demonstrated good knowledge of the novel. Over 75 per cent of them were able to score between satisfactory and excellent for this question.

\*An asterisk indicates an incorrect form, spelling or structure

Most candidates performed well on Part (a) and were able to support their answers using appropriate citations.

For Part (b), some candidates were unfamiliar with the word *mouvementée* and interpreted it as mere physical movement, full of hardship or even corporal punishment. The word *journée* was at times translated as ‘journey’ instead of ‘day’. Nevertheless, most candidates were able to cite the activities at school.

Many candidates misunderstood the term *sensible* in responding to Part (c) and interpreted it as ‘sensible’ rather than *sensitive*. Consequently, some candidates used examples to illustrate why they thought José was an intelligent boy. Many candidates, however, were able to allude, at least partially, to the humiliation and suffering he felt at the home of Mme Léonce by identifying the appropriate parts of the extract: *il est obligé de déjeuner dans le corridor de Mme Léonce ...* and *on lui y accorde peu d’attention*.

Themes such as *l’amitié, la camaraderie, les rapports entre le narrateur et M’man Tine, la vie scolaire* and *l’enfance* were relatively easy to identify in response to Part (d). However, in a number of cases, candidates did not provide a comment to illustrate the theme and thus were unable to score full marks.

### Question 2: Maria Chapdelaine

Seventy-five per cent of candidates who attempted this question were able to score between satisfactory and excellent.

Most candidates were able to identify for Part (a) the elements in the first paragraph which helped to create the atmosphere of a tranquil life.

However, for Part (b), a number of candidates gave a partial response. Examiners were looking for a statement which indicated that for Maria, the ideal life was one spent with the person one loved. What was of significance to her was *la grande force... qui la pousse vers un garçon*. Nonetheless, there are times when this is not possible and thus a compromise may then have to be made.

Part (c) was generally well done. Candidates understood Maria’s ability to analyse the situation. A full response should include a comparison of the suitors.

Many candidates correctly identified at least two of the required themes — *l’amour, l’esprit pionnier, la vie familiale*, and *la vie rurale* for Part (d). Candidates, however, did not always provide a comment to illustrate the theme and thus may not have scored full marks.

### Question 3: Gouverneurs de la rosée

Over 70 per cent of the candidates who attempted this question were able to achieve scores ranging between satisfactory and excellent.

For Part (a), the phrase *à quelle partie de l’extrait* led many candidates to simply quote the section of the extract which they felt was relevant. In order for candidates to score full marks, examiners were looking for comments in addition to the quotations. For instance, *La partie où Manuel décrit la camaraderie entre lui et ses amis, Pierrilis et les autres...* and *La description de leurs activités indiquent qu’ils s’amusaient bien ensemble*. Relevant quotations here included *partagé leurs jeux/ils avaient mêlé dans les coumbites leurs voix*.

For Part (b), some candidates received partial marks because they failed to show the contrast between Manuel and his old friends. Relevant quotations related to the question were, however, generally identified.

Most candidates were able to do justice to Part (c) as they were able to find examples from the extract to justify describing Manuel as *un visionnaire pratique*.

The majority of candidates performed well on Part (d). Themes such as *les hostilités sociales de la communauté*, *Manuel comme visionnaire*, *la nature*, and *l'unité*, were correctly identified and appropriate comments made to illustrate the chosen themes.

**Question 4:** *La tragédie du Roi Christophe*

Although candidates who attempted this question seemed to find it challenging, still, approximately 60 per cent of them were able to score marks ranging from satisfactory to very good.

For Part (a), very few candidates were able to comment effectively on the use of figurative language to underscore the idea that the presence of the boat might have negative implications for the Haitian people.

Part (b) presented a challenge for candidates. Although many of them clearly understood the characteristics of a pacifist, difficulty was experienced in explaining why Hugonin was considered a realist. *Selon Hugonin, on ne peut pas éviter des commotions même s'il y a des arrangements, parce que le pays est par nature un pays où il y aura toujours des conflits.*

Although candidates were able to comment on Christophe's role as a protector of his people, Part (c), many of them failed to mention his inflexibility.

For Part (d), candidates were only required to identify the relevant themes and generally were able to do so. Some of the themes included *le conflit entre la France et le peuple haïtien*, *le leadership de Christophe*, and *l'espoir (si l'on fait référence au fait que Piéton est prêt à aboutir à un compromis avec le roi de France)*.

**Comments**

- Candidates should be encouraged to limit their responses, or their analysis of content, to the extract, except in the case of Part (d) of the questions which, in Unit 2, may require consideration of the themes of the extract which are reflected in the text as a whole.
- Teachers must persist in their efforts to improve the grammar and expression of their students, because errors in these areas continue to distort, to some extent, the students' ability to clearly communicate their ideas.
- More attention must be paid to the use of literary techniques. There was evidence of weakness in this area, especially in the case of candidates who attempted the extract on *La tragédie du Roi Christophe*.

**Section B – Themes**

Candidates were required to write one essay, of 350–400 words, in English, based on one of two themes: *La vie rurale* (for which the prescribed texts were *La rue cases-nègres* and *Maria Chapdelaine*), and *Les conflits politiques et sociaux* (with prescribed texts being *Gouverneurs de la rosée* and *La tragédie du Roi Christophe*). The examiners were looking for a comprehensive understanding of the texts and their themes, application of knowledge and organization of the essays. Candidates were rewarded based on the extent to which their work reflected these areas. Candidate performance was satisfactory.

In general, there was a satisfactory balance in the choice of theme. Fifty-two per cent of the candidates selected the theme *Les conflits politiques et sociaux*. Forty-eight per cent of candidates responded to the theme *La vie rurale*.

Question 5

*'Ordinary but admirable'. Discuss this view of some of the main characters in the text.*

The majority of candidates whose answers were based on the theme *La vie rurale* chose this question. The preferred text was *La rue cases-nègres*. The responses by most of the candidates who opted for this question ranged between average and good. There were a few excellent scripts.

*La rue cases-nègres*

Many candidates succeeded in providing sound arguments explaining why the main characters were ordinary, yet displayed noble qualities. The main difficulties faced included some candidates limiting themselves to two characters whereas there was scope for them to deal with M'man Tine, the narrator's mother, Délia, the narrator himself, Médouze and to a lesser extent, Jojo. Occasionally, the quotations included in some essays were too long or not relevant to the point being made. There was also too much story telling.

*Maria Chapdelaine*

A few candidates attempted this essay. Most of them dealt adequately with the question, although there were some who struggled to explain the admirable qualities, limiting themselves to describing characters as hard working or simply trying their best to survive.

Question 6

*Discuss the theme of ambition with reference to the text you have studied.*

For this question most candidates performed satisfactorily. The majority opted to respond using the work *La rue cases-nègres*.

*La rue cases-nègres*

This question was handled fairly well. Candidates readily identified a few characters that possessed ambitious traits. The better responses were well supported by evidence from the text and short effective quotes. However, there were a number of candidates who focused on storytelling rather than on good analysis and critical thought.

*Maria Chapdelaine*

Only a few candidates attempted this question and their analysis was weak as they decided, for the main part, to limit themselves to Maria Chapdelaine and her father Samuel Chapdelaine. However, there was also scope for them to examine characters such as Lorenzo Surprenant, François Paradis, Laura Chapdelaine and the Frenchman and his sons from Paris.

Question 7

*Even though there are several tragic elements, the work is an attempt to give hope to people of colour. Discuss this comment with reference to the text that you have studied.*

In general, performance on this question ranged from average to very good.



*Gouverneurs de la rosée*

This question was attempted by a large number of candidates. The better responses were well structured, with candidates displaying the ability to identify the tragic elements in the text without dwelling on them unduly, then demonstrating with sufficient evidence how hope was communicated.

A few candidates interpreted the term the work as the actual physical labour that the characters did. Apparently no distinction was made between *l'oeuvre* — the work (of art) and *le travail*—work in general. As a result of this misinterpretation, discussion was limited to the use of hard physical labour/work as a means of providing hope to people of colour. Examiners were looking for tragic elements such as the mismanagement of the land which led to erosion and drought, lack of a proper water supply, the ongoing hostility and its effects, exploitation of the poor peasants by those in authority. Candidates were then expected to examine in depth Manuel's approach to the existing situation, the vision he had and his perseverance in endeavouring to bring hope to a people who had resigned themselves to their dismal fate.

*La tragédie du Roi Christophe*

Most candidates were able to identify many tragic elements under Christophe's reign and saw his attempts at ruling as an effort to give hope, even though he was misguided in his approach. A few candidates tended to spend too much time relating the story and giving long discussions about Negritude instead of properly addressing the question itself.

Question 8

*To what extent can the text that you have studied be considered a teaching guide for a young political leader?*

In general, performance on this question ranged mainly from average to good.

*Gouverneurs de la rosée*

For many candidates, this question was challenging to attempt in relation to this text. Candidates were expected to be able to discuss and illustrate the traits which could serve as a guide for a potential political leader. Some candidates did this successfully, whereas others, although they were able to provide a good character analysis of the protagonist, Manuel, failed to demonstrate how his positive traits did in fact portray him as someone to emulate if one wanted to be a successful political leader.

*La tragédie du Roi Christophe*

The question was attempted by only a few candidates who used this text. Some candidates recognized the good qualities of Christophe which were worth emulating. However, they were also able to focus at the same time on the negative traits which led to his downfall and which a leader should endeavour to avoid. The greatest challenge for candidates responding to this question was trying to structure the essay in a logical manner.

**Comments**

Candidates need more practice in essay writing, especially in those types of essays which require analysis. This would help them to overcome the tendency to merely relate the story.

Although background information on a specific text may be included in the essay, care must be taken to ensure that it relates to the question, and analysis of the question must not be sacrificed for mere narration of background information about the author.

Many essays were mediocre. Teachers are therefore encouraged to continue to pay attention to teaching students how to apply their knowledge and understanding of the text to the question/s asked. More practice should also be provided in terms of the organization of different types of essays.

## UNITS 1 and 2

### Paper 04 – School-Based Assessment

This paper required candidates to (i) make an oral presentation on their topic of choice within the framework of the three modules, and (ii) engage in conversation with the examiner on the topic as well as on current issues.

It was evident that teachers continued to motivate their students to develop their competence in French. Although the performance in Unit 1 ranged from unsatisfactory to excellent, the general standard in Unit 2 was good, with excellent candidates as well. Those students in both units who did very well showed a high level of competence in use of the language. At the other end of the spectrum, there were students who had difficulty with comprehension, grammar and vocabulary. It is important that these students build on their knowledge to develop their language skills.

The presentations in both units covered a wide range of interesting topics dealing with a variety of issues. Topics in Unit 1 included *L'inégalité entre les sexes: les femmes au Tchad*, *L'écotourisme en Guadeloupe*, *Le décret anti-tabac en France* and *La pauvreté en Côte d'Ivoire*. In Unit 2, students presented topics such as *Le clonage thérapeutique*, *Le déclin de l'agriculture en Martinique* and *Le système politique en France et en Jamaïque*.

#### Prepared Topic

There was evidence of extensive research in the content of the presentations made. Students chose many francophone countries to study, including Chad, French Guiana, Haiti and Senegal. In some cases, however, there was no reference to a French-speaking country. Teachers and students are reminded that the focus should be on a francophone country, and that the topic presented should also contain ideas and opinions as well as factual material. This part of the examination has an allotted time of three minutes. When candidates spend excessive time (five to nine minutes) on the Prepared Topic, conversation time is reduced, thereby making it difficult for the candidate to be properly examined in the other areas. Most examiners, however, made an effort to respect the time limit.

In cases where attempts were made to memorize the presentation, the speech sounded stilted, hesitant or rehearsed. Greater practice in speaking French is necessary for speech to sound natural and spontaneous.

#### Topic Conversation

The marking for this section is divided into three categories:

- Comprehension
- Correctness of expression/Range of vocabulary
- Pronunciation/Intonation/Fluency

There was very good interaction between oral examiners and their students this year. Oral examiners did not dominate the conversation but tried to make the exercise as conversational as possible, while encouraging the candidates. There was a significant number of students who engaged the examiners in conversation, but more candidates needed to do so.

In most cases, the examiners posed questions which were relevant. Students understood what was being asked and were able to respond. One concern which the moderators have is that in some cases, the examination sounded scripted, with students responding as if answers had been memorized or as though they were reading the answers. Students must be encouraged to enrich their vocabulary and improve their grammar. In this way, they would be able to recognize and respond to different kinds of questions using varied expressions and correct grammar in a natural and confident way.

In some cases, students did not seem very familiar with their topics, and had difficulty responding to some questions. For other students, although their prepared topic was well researched, the vocabulary needed to sustain the subsequent conversation was lacking. Examiners should ask questions which aim to elicit opinions rather than facts which could create problems for the student if he or she does not know the answer. It is more useful, therefore, to ask questions such as *Croyez-vous que la télévision entraîne la violence dans la société?* or *A votre avis, quelle est la cause de la criminalité dans la société?*

### General Conversation

The marking for this section is divided into the same three categories as those of the Topic Conversation.

There was some disparity in the level of difficulty of questions posed in various centres across the region. The syllabus recommends that examiners begin with simpler questions such as *Quelles sont vos matières préférées? Pourquoi avez-vous choisi d'étudier les langues? Quels sont vos passe-temps préférés?* The General Conversation should not be limited, however, to this type of question. Warm-up questions should serve, rather, as a springboard to other questions which fall within the scope of topics studied in Modules 1, 2 and 3. If the student were to respond to *Quels sont vos passe-temps préférés?* by mentioning sports, an example of a follow-up question could be *Que pensez-vous du dopage dans le sport?* If the student mentions other sedentary activities, a possible follow-up question could be *A votre avis, pourquoi est-il important de garder la forme?* Teachers are also reminded that this section of the examination requires a range of questions on several topics, and not a series of questions on **one** topic.

Some candidates struggled to produce fluent French or had difficulty understanding, with many pauses between question and response, and several requests for the examiner to repeat questions.

### Areas of Difficulty in Topic and General Conversation

(i) Correctness of expression/Range of vocabulary

Errors were made primarily in the following areas:

- The use of incorrect articles (*\*le violence, \*un personne*)
- Use of the infinitive instead of a conjugated verb
- Subject and verb agreement (*\*Tout le monde doive*)
- The use of negatives (*\*Je n'ai aimé pas la cuisine*)
- The position/gender of adjectives (*\*les malheureux personnes*)
- Syntax (*une maison à vivre en*)
- Idioms (*\*Je suis dix-huit ans*)

*\*An asterisk indicates an incorrect form, spelling or structure.*

## (ii) Pronunciation

Errors were made in

- the pronunciation of the third person plural of verbs in the present indicative that is, sounding the *-ent*)
- anglicizing the pronunciation of the nasals *in*, *an* and *en* at the beginning of words
- omitting liaisons
- making a liaison with *et*
- sounding the final consonant (*beaucoup*, *enfant*)
- anglicizing the pronunciation of cognates (*éducation*, *société*)
- omitting the *é* sound in the perfect tense (*\*des études ont montre que*)

**Recommendations**

It is recommended that teachers ensure that

- students improve their knowledge of vocabulary, grammar and idiomatic expressions
- time is managed for the Prepared Topic, Topic Conversation and General Conversation in accordance with guidelines for this assessment
- the volume (on cassettes and CDs) is appropriately adjusted before the commencement of the exam

**Overall Recommendations**

Teachers are encouraged to develop strategies which will ensure that students become more competent in the areas of French grammar and vocabulary, thereby improving the quality of their written and oral performance

- There is need for more practice in the close reading of texts. This will encourage students to read questions more carefully and therefore respond with greater accuracy.
- There is need for more listening comprehension practice. Pronunciation exercises on words that have similar pronunciation would be helpful.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**MAY/JUNE 2012**

**FRENCH**

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## GENERAL COMMENTS

The overall performance of candidates in both Units 1 and 2 was good. There was improvement in performance in many areas, which is a pleasing development. There were several scripts of an extremely high standard. Nevertheless, the poor standard of work in a number of cases continues to be a matter of grave concern. Detailed comments highlighting the strengths and weaknesses of candidates are given below.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Listening Comprehension

Candidates had to listen to five short selections in Section A and one extended interview in Section B. The selections were in French, but candidates were required to answer in English. Most candidates were able to complete the examination within the time allotted.

On the whole, there was improvement in the performance of candidates this year when compared with that of previous years. It was apparent that sufficient listening practice had been done by candidates and they appeared to be more *au courant* with the vocabulary as it pertains to the respective topics. What is noteworthy is the fact that few candidates received marks in the lowest band or left entire sections blank, as has previously been the case.

The selections were based on the three modules of the syllabus:

Questions 1 and 2	–	Module 1 ( <i>L'individu, la famille et la vie journalière</i> )
Questions 3, 4, and 5	–	Module 3 ( <i>L'environnement</i> )
Question 6	–	Module 2 ( <i>La société et les affaires sociales</i> )

#### Section A – Short Selections

##### Selection 1

The topic of this selection was sport. Candidates did well for the most part.

Part (a) was definitely the most problematic. While candidates understood the reference to physical enjoyment in the original meaning of *sport*, they had problems with *divertissement* and *plaisir...de l'esprit*.

Part (b), identify three elements that define modern sport, and Part (c), how much time should be devoted to a sport, were answered well, although some candidates had problems with *coordination*. Most were able to say that a sport should be practised three times a week, but several wrote the wrong number for the duration of the exercise — *cinquante minutes*.

Part (d) was challenging. Some candidates understood that participating in a sport helps with weight loss, but *le maintien ...de son poids*, maintaining one's weight, was not understood. Some candidates gave general answers, such as *keeping fit*, *stress relief*, *increased cardio-vascular health*, while others used elements from the answer to Part (e), which required the response *resistance to fatigue* and *one's age*.

Many candidates gained at least one mark for Part (e), on identifying the factors that should determine the appropriateness of a sport. They were unable to include the part about one's age. From jottings made by some candidates, it seems that *son âge* was interpreted as the unknown word *\*sonage*, and therefore not understood.

*\*An asterisk indicates an incorrect form, spelling or structure.*

## Selection 2

This selection dealt with challenges faced within the education system.

Most candidates were able to correctly identify the criticisms that have been levelled at the education system in their answer for Part (a). However, several candidates mixed up the answers for Part (b), attitudes schools should be encouraging among children, and Part (c), the type of environment a school should provide. Others had difficulty understanding the key words required for Part (b) — *le goût et le plaisir d'apprendre*, and some gained at least one of two marks for Part (c), by describing the environment as one that encouraged development and creativity. An example of a full response to Part (b) is *Schools should encourage a taste or like for learning and the pleasure of learning among children.*

Part (d) required candidates to respond to how the young people in the school system are described. Most candidates understood  *paresseux* but were unfamiliar with *indolents*.

Part (e) was well done. Candidates were aware of the challenges which lie ahead for young people. However, with regard to Part (f), on the attributes required for success, many candidates translated *niveau* as *new*, doubtless confusing the words *niveau* and *nouveau*. Hence, there were many scripts in which candidates spoke about *a new culture* as opposed to *a high level of culture*. Finally, the French word for training (*la formation*) was reused by candidates who did not recognize that it meant something completely different from its meaning in English.

## Selection 3

This topic of this selection was water pollution caused by agricultural practices.

For this selection, Part (a), three sources of pollution that are linked to human activity, and Part (b), two products that have led to contamination, were well answered by candidates. However, Part (c) posed a bit of a challenge as many candidates distorted the answer. The answer was that *water used in irrigation became useless because it was contaminated by an excess of nutrients and sediments*. However, many candidates wrote that it became useless because it lost its nutrients and sediments. An example of an excellent response is: *Water sourced from rivers contains an excess of nutrients and sediments which degrade its quality thus making it unsuitable for all crops.*

## Selection 4

This selection dealt with deforestation.

For this selection, Part (a) posed little challenge to candidates. They understood the impact of deforestation on the environment. However, candidates were unable to correctly identify the two examples of infrastructure that contribute to deforestation as an answer to Part (b). Many candidates misunderstood or misinterpreted *les autoroutes et les chemins d'accès*, referring to *train tracks*, *railways* and *the construction of factories*, for example.

In the case of Part (c), two commercial activities which may have led to deforestation, though the answer was *cattle rearing/exploitation of mineral resources*, few candidates understood *l'élevage de bétail* or wrote an acceptable alternative. In addition, many candidates were not specific enough about the type of resources to be exploited, referring to the exploitation of wood, for example.

Part (d) asked candidates to state how the survival of forests can be ensured. Candidates heard *Il faut améliorer les moyens d'évaluation et de surveillance des forêts*, but some were unable to understand the structure of the sentence and so referred to the *devaluation of the forests*.

## Selection 5

This selection was about ecotourism.

For this selection, Part (a), how does the International Tourist Association define ecotourism, and Part (b), identify three factors which contribute to the success of ecotourism, were well done. However, this was not the case for Part (c), what information is given about small initiatives in ecotourism. Candidates had great difficulty answering this question as they wrote things totally unrelated to what was expected. An example of an excellent response is *Some small initiatives were started but simply failed because these (aforementioned) factors were not taken into account.*

## **Part B – Extended Interview**

### Selection 6

Candidates were required to listen to the managing director of a toy manufacturing company talking about children and toys.

Generally speaking, performance ranged from satisfactory to excellent, with several candidates getting full marks. The vocabulary used was understood by most candidates and a clear understanding of the essence of the passage was evident.

Nevertheless, Part (a), on the observations made by the managing director about children, proved fairly challenging. Several candidates were unable to gain all four marks for understanding *Aujourd'hui les enfants deviennent vieux plus tôt. A partir de huit ans, ils achètent de moins en moins de jouets.*

Most candidates earned at least one mark in each section of Part (b). In the first section candidates readily understood that music was one element that would make toys attractive to girls. The second element, *fashion*, was problematic for two reasons. First, it seems that some candidates did not know that *la mode* meant *fashion*, or interpreted it as *monde, mots*, or *\_mode*, for example, *\_products with words*. Secondly, having heard *des produits autour de la musique, de la mode...* with no *et* between *musique* and *mode*, a number of candidates combined the two and wrote, for example, *\_music from around the world*, or *\_products that play music in automatic mode*. In the second section, it was easy to understand *du sport* as something that would interest boys, but *des concepts de jeux comme les cartes Magic* was more challenging.

Part (c) was generally well done. Candidates were able to provide information on the ages of children who test toys.

The word *subtilités* was misinterpreted by some candidates in response to Part (d), on how children differ from adults when choosing toys. Candidates gave answers such as *\_Children choose toys with subtitles*. In other cases, candidates seemed to misunderstand completely: *\_Children like figurines and parents prefer safe toys*. Candidates were expected to say that *children were interested in details which adults found insignificant*.

Candidates did well on Part (e), the strategy used to encourage parents to buy Playskool toys. However, many candidates gained only one of two marks for Part (f), which required them to say that parents wanted toys that contributed to their child's development, but also toys *faits pour durer*, and it was clear that *durer* was not understood by many of them. A good response was *That they are lasting and contribute to development*.

There were many variations in the answers for Part (g), which required candidates to understand *La Fédération du Jouet et le Ministère de l'Éducation nationale*.

While most candidates had no difficulty identifying *violence* and *socialization* as problems which exist in schools for Part (h), a few of them found Part (i) difficult. This question asked about the conclusion drawn about the value of toys within the context of schools. Instead of the answer that *a child who plays accepts rules*, some responses were far off, for example – *\_Children aren't focused*. Some gave the opposite answer, saying that toys had a negative effect.

## **Recommendations**

Although candidates showed understanding of most of this Paper, the Listening Comprehension, and their performance improved, the following points should be noted:



- Candidates should pay attention to spelling and avoid coining words. Misspelt and invented words were frequently seen. Some examples of this are: *\_dimmuniation\_*, *\_disbehaviour\_*, *\_autoroot\_*, *\_substitutatily\_*, *\_poachering\_*, *\_deminates\_*, *\_societize\_*, *\_useliss\_*, *\_proxide\_*.
- Although it is better to attempt an answer than leave it blank, care should be taken with proper sentence construction and clarity of meaning. Some examples of careless expression are – *\_After the age of 8, they less and less to play with\_*; *\_Urban cause inimaginable (sic) site the visual cause by international\_*; *\_Signifies fun, several physical and spirit\_*. □
- While it can be helpful to make use of prior knowledge to make understanding a passage easier, candidates should nevertheless avoid making up answers which may be related to the topic of the Selection but which have nothing to do with the passage itself. Some examples of this are: Selection 3 (a) *\_From littering, car engines and disposal of unwanted furniture and appliances on the land\_*. The answer expected was *industries/municipalities/agriculture pesticides/animal waste*. Selection 3 (b) *\_Gasoline and proxide\_*. The answer required was *fertilizers/pesticides/animal waste (manure)*.
- Candidates should revise basic vocabulary, such as numbers.
- Although cognates obviously help with comprehension, candidates should also beware of *faux-amis*, for example, *formation*.
- When trying to decipher a word, candidates should consider several options including analysing the structure of the sentence, for example, *adapté à son âge et à sa résistance à la fatigue* and *il faut améliorer les moyens d'évaluation et de surveillance des forêts*.
- Candidates should read the questions carefully so as to identify the point in the passage that relates to the question.

## Paper 02 – Reading and Writing

### Section A – Reading Comprehension

This section of the paper required candidates to respond to questions asked on two passages in French. Passage 1 was based on Module 1 (*L'individu, la famille et la vie journalière*). Candidates were required to respond in English to questions asked in English. They also had to find synonyms in the passage for five words and expressions in French. Passage 2 was based on Module 3 (*L'environnement*) and required candidates to respond in French to questions asked in French.

#### Passage 1 – *La crise d'adolescence*

This passage was within the scope of the syllabus and within candidates' expected level of mastery of the language. The general performance on this question was above average. Many candidates demonstrated comprehension of the passage, although some exhibited difficulty comprehending certain sections of the passage. Most candidates answered all sections of the question, the most challenging of which proved to be Part (c). Approximately 70 per cent of the candidates scored between 12 and the maximum 24 marks.

For Part (a), most candidates identified the adolescent crisis as *natural*. Many candidates also understood the idea of the adolescent crisis as *a rite of passage*, but in some cases parts of the response were translated directly from the passage. Answers given included *\_an obligated passage\_*, and *\_no one chooses to question the adolescent crisis anymore\_*. In fact, *indisputable (personne ne la conteste)* and the idea that the crisis was now considered *part of the discourse (est entrée dans le vocabulaire)* posed great difficulty. A few candidates interpreted *ne la conteste* to mean that some sort of competition was involved. An example of a correct response is as follows:

*People tend not to debate it, they simply consider it as natural, a phase that everyone goes through.*

Part (b) proved to be extremely difficult for many candidates and the answers given suggested a lack of vocabulary on their part. Candidates translated *sous les feux de l'actualité* as literally *\_under the fire of the actuality\_* and therefore did not grasp the true meaning of the phrase. Several candidates indicated that young people were *\_never aware/concerned with social preoccupations\_* or that young people were the ones who were complaining. Few candidates were able to explain clearly that young people had become the focus of society's concern, and indicated instead that adolescents were *\_preoccupied\_*. Some attempted literal translations of the

relevant section of the passage, for example, „Young people have never been under the fires of the present and in the surrounding of preoccupation of society‘.

A correct response that answered both elements of the question and attained full marks is presented below.

*Young people find themselves as the focus of the news and at the heart of society's thoughts and concerns.*

Part (c) was also extremely challenging for many candidates who seemed unable to clearly explain the significance of the eighteenth century in relation to the notion of adolescence. A few candidates scored full marks for this section of the question. However, vocabulary proved to be a great challenge to many. As a result, there were literal translations of the words/phrases in an attempt to produce a response.

Most responses highlighted the fact that it was the first time that something had occurred. However, many candidates neglected to include the idea that it was the first time that adolescence was mentioned as a social phenomenon. Only a few candidates produced clear and accurate explanations of the time factor of the *début* of the social phenomenon relating to adolescence or its documentation of the complaints. Further, there was frequent misuse of the word *sensible* to mean *sensible*, and *affrontement* to mean *affrontation*. Candidates misinterpreted *une spécificité adolescence* as *specific adolescents* and referred to *plaintes* as *plants* or *plantation*. Distortion of English words produced *preoccupied* and *publically*.

An example of a response that attained full marks is presented below.

*The eighteenth century is important in relation to the notion of adolescence because this was when it was first mentioned, when written and spoken complaints were filed regarding troubles or predicaments caused by these groups of young people. It is recognized in terms of this adolescent crisis, as a period specifically concerned with adolescents and also a \*sensible and confrontational period.*

While Part (d) was well done by most candidates, there were still those who misinterpreted *intra-scolaire* and *extra-scolaire*, sometimes stating that violence existed between schools. This indicated a misunderstanding of the use of these prefixes in English. Several candidates also concluded that *le taux de suicide* meant *thoughts of suicide*. In addition, many candidates demonstrated limited vocabulary in translating *phénomène de bandes* as *band phenomenon*. The candidate who produced the following response obtained full marks for this section of the question:

*The main problems that are manifested in adolescent years are the gang phenomenon, violence within and outside of school, rejection of the education system, and suicide, the rate of which is highest among those aged 15 – 24.*

Part (e) was well handled by candidates. Many candidates were able to understand that adolescence was the period between childhood and adulthood, and they therefore gained full marks. Several candidates, however, were not sure how to interpret *enfance*, so conjugations such as *infance*, *enfancy*, *enfantry* were used as part of the answer. The candidate who produced the succeeding response was awarded full marks for this section of the question.

*Adolescence is considered to be a period of transition because it acts as a bridge between childhood and adulthood.*

Most candidates understood what was required for Part (f), but some failed to state that males were more anti-conformist than females. Too many candidates had difficulty expressing themselves in English. As a result, responses were poorly structured, and the vocabulary weak, for example, *Males are more inclined to the reactions about the exterior* or *males care more about seen appearance*. In the same vein, some candidates indicated that boys were more interested in how they looked physically (their attributes).

\*An asterisk indicates an incorrect form, spelling or structure.

Candidates were unable to adequately render the expressions *exalté* and *positionnées sur le volet*, in some instances misinterpreting *volet* as ‘theft’. Candidates also did not seem to comprehend the word *inhibition*, suggesting that girls were ‘less inhibited’ and other similar ideas which were the opposite of the required answer. Presented below is an example of a correct response:

*Males are more inclined to show/express their reactions to non-conformism on the outside whereas females are more inhibited or are introverts.*

Parts (g)–(k), the section on synonyms, was not well handled by many candidates and very few of them scored full marks. Parts (h) and (i) were generally handled well by most candidates. Many candidates suggested *suicide* as a synonym for *mort* instead of *décès*. Other incorrect synonyms included *obligé* and *n’ont* for *nie*; *vigueur* and *dépradations* for *dégoût*; *découle* for *cadre*; and *plus, débordement* or *enclin* for *excessif*.

Candidates are reminded that they must look for expressions of the same part of speech as the one presented in the question. They should also try to identify the part of speech correctly.

### Recommendations

- Candidates should avoid using French words when answering in English.
- It was generally observed that the primary challenges faced by candidates include a lack of vocabulary, the failure to understand (and therefore analyse) the information given, and inappropriate use of English to express themselves. It is recommended that candidates read more widely, both in French and English. This will enhance levels of vocabulary in both languages.
- Additionally, students should be taught to be more precise/less ambiguous in responding to questions. Students must also be taught to gauge meaning based on context.
- In some instances candidates’ responses were long-winded and this detracted from the clarity of the response.
- At times candidates’ answers suggested that they used their own observations, knowledge and experiences to respond to the questions rather than base their answers on the passage. Responses to questions must be limited to the information presented in the passage.
- Candidates are reminded that answers in the Reading Comprehension follow chronologically.
- Candidates are asked to refrain from writing multiple responses on the same line for the synonyms. Conversely, candidates should refrain from writing each section of the question on a separate page.
- Candidates pursuing both Unit 1 and Unit 2 in the same year should ensure that they write the appropriate Unit at the front of their examination booklet.

### Passage 2 – *Une collision qui a stimulé la coopération*

Candidates generally performed better on this passage than on Passage 1 and scores were consistently higher. A few candidates were able to score full marks on this section. It should be noted that although many candidates were awarded high marks in this section, not enough effort was made by candidates to use their own words. In some cases they quoted directly from the passage, using quotation marks. They were *penalized* for this. *Candidates are reminded that answers must not be copied verbatim from the passage if full marks are to be awarded.*

Further, it was observed that many candidates applied their personal experiences and knowledge to answer the questions instead of basing their responses solely on the passage. This is to be discouraged.

Candidates need to read the questions more thoroughly and familiarize themselves with question phrases (—*Q’est-ce qui?*, or —*à quels risques...*”) to ensure that they understand what is being asked, and to ensure that their selected response is drawn from the accurate section of the passage. Many answers given indicate that there was insufficient comprehension or faulty analysis of the information presented in the passage. Additionally, candidates are reminded that answers for each question are normally found *chronologically*. *More attention needs to be paid to the number of marks awarded for each question as a guide to the number of points to be made.*

In Part (a), the word *s'échouer* proved problematic for candidates. Many candidates did not realize that the risk was that the oil tanker would run aground and *not* the oil itself. Many candidates scored less than two marks for this question because they sought their answer in the first and second sentences of the passage rather than the third sentence. They considered that the oil spill on the North American coast of the Gulf of Mexico was the risk. This observation revealed the need for candidates to read the passage carefully in order to find the most appropriate answer. An example of a candidate's response that received full marks is presented below:

*\*Les risques sont s'échouer sur un récif corallier, sur un banc de sable au-delà de la côte ou auprès d'une île. Ils peuvent même prendre feu et exploser ou même couler.*

For Part (b), almost all candidates identified the correct answer. However, many failed to use their own words and were penalized accordingly. Good responses written by two candidates were:

*\*La pire possibilité est qu'il y a un accident entre deux des navires énormes.*

*\*La pire des mésaventures probable qui puisse arriver est que deux de ces navires énormes peut avoir une collision et celui peut mener à une catastrophe pour le pays ou les petits Etats insulaires qui seraient affectés.*

In Part (c) most candidates correctly identified where the answer was for this section of the question. However, many did not make any attempt to put the response in their own words. Instead, they copied the entire section from the passage and were penalized for not following the instructions given. Model answers provided by two candidates follow:

*\*... causé le pire rejet de pétrole dans la mer, cependant, il a également provoqué des actions des pouvoirs publics dans la Caraïbe.*

*\*Elle a causé un nombreux de marées noirs et a provoqué une réaction régional par les gouvernements.*

Part (d) was generally well handled by candidates. However, more effort could have been made to use synonymous expressions for the words in the passage, such as *le secteur pétrolier* instead of *l'industrie pétrolière*, or *aussi bien que* instead of *ainsi que*. Candidates should note, however, that it is not always possible or necessary to change some words.

Sample response:

*\* Les personnes qui sont partie de la lutte sont les gouvernement avec l'aide des organisations d'outres mers, les industries du pétrole, du gaz, et du transport maritime parmi d'autre partenaires.*

For Part (e), candidates generally performed well. They correctly identified the direct consequences of the collision. Effort was noted on the part of candidates to answer in their own words. An example of a good response is as follows:

*\*...inculquer des mesures/stratégies protectrices et des modes/manières de combattre contre la contamination d'hydrocarbures par les pays caribéens.*

In Part (f), the majority of candidates responded correctly. Many candidates were penalized, however, for lifting their entire response from the passage without any attempt to put their response in their own words. There were candidates who successfully managed to express themselves in their own words, gaining full marks for their responses. One candidate's response is presented below.

*\*Ils ont eu des conventions internationales avec la protection du milieu naturel en tête et ont commencé des programmes des activités pratiques d'information.*

*\*An asterisk indicates an incorrect form, spelling or structure.*

Model responses are also presented:

*\*L'organisation d'assemblées/réunions globales/mondiales de plans/projets sur le plan national/à l'échelle nationale d'intervention/d'assistance d'urgence.*

*\*L'implémentation/La mise en œuvre de programmes de formation/d'apprentissage et d'exercices/d'activités pratiques.*

*\*L'amélioration de la collaboration/des relations avec les industries pétrolières, du gaz et du transport dans la mer.*

## Recommendations

- Teachers should encourage students to answer only what is asked. They could also suggest that students look at what is asked in the question that follows the one they are answering so that they get an idea of the boundaries of each question.
- More practice in learning how to paraphrase passages in French would also help. One possible approach is using short extracts from key passages in the literature books. This would help with language as well as allow students to become more familiar with the set books.
- It is also important for candidates to acquire as wide a vocabulary as possible, and to practise changing verbs to nouns and vice versa, so that the wording of an answer can be altered.

## Section B – Essays

In this section candidates were required to write an essay in French (250–300 words) based on one of five topics from Module 2 (*La société et les affaires sociales*). In order to receive the maximum mark of 24, candidates were expected to demonstrate the ability to present their ideas and arguments coherently and cohesively, in grammatically correct language. Candidates who were able to properly structure their essays with an introduction, three well developed and illustrated points, and a conclusion usually scored high marks for content. Those who were able to demonstrate an excellent grasp of grammar and idiomatic usage received high marks for their expression.

### Question 3

« *La peur et l'ignorance sont les causes principales du racisme.* » *Discutez.*

This was, undoubtedly, the most popular question in this section. Although this question was straightforward, nearly all candidates who attempted it failed to present appropriate points. This question required candidates to discuss the main causes of racism and state if fear and ignorance were among the main causes. Too many candidates went on to discuss examples of racism without answering the question presented. Candidates who did agree with the statement did not explain exactly how fear and ignorance led to racism or the effects they engendered.

Acceptable points would have been that *fear and ignorance were among the main reasons for racism, but that other causes existed such as bad experiences with one specific race, colonialism, the Holocaust, and slavery* (which a few candidates mentioned), *and disparity in wealth among races*. There was a need to link these examples to the question and discuss the link between fear and ignorance and the effect one could have on the other, resulting in racism. Instead of focusing on the topic, some candidates used the essay to *'vent'* about their particular race; how intelligent they could be if they believed in themselves, and their capabilities, instead of allowing others to feel superior. One candidate discussed how white people wanted to become rich and rule the world and that society contributed to this since white people got all the good jobs and black people got jobs that did *not* pay a lot.

*\*An asterisk indicates an incorrect form, spelling or structure.*

Question 4

« *Le chômage, notamment dans la région des Caraïbes, est tout simplement une excuse pour la paresse.* » Commentez cette constatation.

Few candidates selected this question. Among those who did, most dismissed the idea of laziness in this question and turned the question around to suggest many other reasons for the problem of unemployment including *discrimination* (racial and sexual), *recession*, and *a lack of qualifications*. It was evident that some candidates found this question relatively manageable and were able to link unemployment and the causes of this phenomenon, linking each to the second part of the question. Good points presented also included the premise that *some people were not working because of a lack of jobs or because they had to stay at home to take care of their children or spend more time with them*. Some also argued that some individuals are deemed medically unfit to work or are overqualified for available positions.

Question 5

« *La fuite des cerveaux, déjà un problème pour la Caraïbe, a été aggravée par la crise financière.* » Donnez votre opinion.

This was the least popular question among candidates, but was handled very well by one candidate. This candidate suggested that *people migrated because of a lack of educational and employment opportunities, a high crime rate in their home country, the state of development of the country*. Other points that could have been explored include *political instability, war, and terrorism*. Other candidates discussed the brain drain in general and migration, without fully answering the question presented.

Question 6

« *Le crime et la violence font partie de l'existence humaine. On ne s'en débarrassera jamais.* » Donnez votre opinion.

This question was popular among candidates. However, it was poorly handled by many of them. The majority of candidates wrote extensively on crime and violence in general and did not focus on *On ne s'en débarrassera jamais*. Few attempted to discuss whether crime and violence were part of our human existence and whether or not we could get rid of them. Those who agreed with the idea gave reasons why such a situation would continue. These include the continued presence of poverty/recession/unemployment.

Question 7

« *La toxicomanie contribue à l'instabilité dans beaucoup de familles caribéennes.* » Discutez.

This was among the more popular questions selected by candidates. This question required candidates to show how drug addiction contributed to instability in Caribbean families. It was fairly well done by some candidates. However, some appeared to have rewritten an essay which was previously done in class dealing with the effects of drug addiction. These candidates did not focus on how drug addiction affects family life and, therefore, did not fully answer the question. Some points that were presented by candidates referred to *pressure being placed on the other parent or children to take care of the home; physical/emotional/sexual abuse; reduced health and well-being of the drug addict and family members; the inappropriate use of funds for drugs, underperformance of children in school; the abandonment of the home by the drug addict (by death and voluntarily); the increase in the number of street children and single parent families*. Some candidates were able to present different types of addictive drugs and discuss the effects of these on Caribbean families. The question was considered to be the best answered by candidates.

**Further Comments**

Although the majority of candidates observed the word limit, some produced too long or too short essays. *Candidates are reminded to adhere to the stipulated word limit.*

Common errors noted in the essays included:

- Errors of syntax – *Ils ont devenu très l'ignorance à chaque autre. Quand un père, qui est la tete de chez...*
- Lack of subject/ verb agreement (*les enfants peut*)
- Pluralization of nouns/articles (*l'enfants*)
- Omission of the apostrophe in nouns and other structures beginning with a vowel (*la invention, que ils...*)
- Incorrect verb conjugation (*la techologie est développer, c'est utiliser dans la maison ; les gens sont changant ; ils croitent*)
- Inaccurate use of the relative pronouns *qui, que* (*un enfant que était exposé*)
- Inaccurate use of pronouns (*ne parlent pas à ils*)
- Inaccurate use of demonstrative adjectives (*cet pression, cetttes drogues*)
- Lack of contractions with *à + le, à + les* (*à les familles*)
- Non-use of prepositions governing verbs and expressions (*«Il est une manière rester en contact»; «...permettent les membres de famille discuter»; «l'ordinateur aide les personnes effectuer tâches.»*)
- Coining words/Anglicisms (*il ne pas le knowledge, ou le matter, experiencé*)
- Improper use of negative structures (*le racisme est ne voit pas chaque jour*)

**Examples of good expressions, vocabulary, structures:**

- *Le phénomène de la toxicomanie est un thème brûlant de l'actualité qui procède d'un écheveau de facteurs différents.*
- *Afin de réduire le problème, à mon avis, il est nécessaire que les individus sans emploi reçoivent l'option de...*
- *Elle a une portée mondiale*
- *Vraisemblablement*
- *De surcroît, engendre, l'effondrement*
- *La recrudescence de la toxicomanie*
- *Les ennuis familiaux*
- *Il va sans dire que*
- *En ayant la responsabilité*
- *On ne peut pas nier que...*
- *Par crainte*
- *Le désir de goûter \*le fruit défendu*
- *Les enfants sont soumis à*
- *Un gaspillage d'argent*
- *Une initiative pour éviter le problème*
- *Cette situation aide à*
- *L'action de juger*
- *La méconnaissance peut provoquer le racisme*
- *Au sein des racistes*
- *En dépit du fait*
- *L'interdiction du foulard islamique*
- *Elle augmente toujours*

**Recommendations**

- Candidates need to read the questions thoroughly and ensure full comprehension before attempting their essay. If some words are not understood by the candidate, he/she may produce an essay which seems irrelevant.
- Candidates need to develop at least three points in their essay, have a proper introduction and a strong conclusion.

*\*An asterisk indicates an incorrect form, spelling or structure.*

- Candidates need to place more emphasis on the development of paragraphs. Each paragraph should have a topic sentence. The point being discussed should be expressed clearly and truly lend itself to the overall development of the point of view taken in the essay. (**N.B.** Candidates should develop their points, instead of simply listing them.)
- Where possible, candidates should give recommendations/propose solutions to the situation suggested by the question.
- Candidates need to spend more time learning vocabulary relevant to the topics for Module 2 and they should also use a variety of structures in French to enhance their writing skills.
- Teachers should make additional effort in reviewing grammar. There is a greater need for attention to be paid to correct conjugation of verbs in all tenses, agreement of subject and verb; agreement of nouns and adjectives; the structure of sentences (for example, *Il est évident dans la couleur de sa peau, l'ethnicité où même si le status économique.*) The sense of the statement is lost, otherwise.
- Adherence to the word limit is extremely crucial. Candidates should ensure that their essays are not too long or too short or they will be penalized accordingly.
- Candidates are to be reminded that they must not copy sentences or expressions wholesale from the reading comprehension passages and incorporate them in their essays as this amounts to plagiarism. There is no harm in reusing one or two words or expressions, but wholesale copying must be discouraged.

### Paper 03 – Literary Analysis and Themes

#### Section A – Literary Extracts

In this section, candidates were required to answer one of four questions based on a literary extract taken from the prescribed texts studied: *L'enfant noir*, *L'odeur du café*, *L'étranger* and *Une si longue lettre*. Candidates were required to comment on plot, setting, characterization, and simple literary techniques.

The majority of candidates, approximately 54 per cent, responded to Question 1. This question focused on the text *L'enfant noir*. The other responses were distributed among the other three texts, with 19 per cent of the candidates electing to base their answers on *L'étranger*, 16 per cent on *Une si longue lettre* and 11 per cent on *L'odeur du café*.

#### Question 1: *L'enfant noir*

Generally, this question produced very good responses. Over 90 per cent of the candidates earned scores ranging from satisfactory to excellent. At least 10 per cent of the candidates who responded to this question scored full marks, which was most commendable. Some responses were lengthy, but some candidates gave brief and concise answers. A minority of candidates failed to analyse the extract. One candidate disregarded the instructions and answered all but one part of the question in English.

The performance for Parts (a) and (b) was generally satisfactory. However, Parts (c) and (d) proved challenging to some candidates. For Part (c), some candidates seemed uncertain about the amount of information to be included in the response. Examiners accepted a statement in adjectival form — *Il est observateur* — or a description of the trait identified — *Il a l'imagination fertile*, with a statement or quotation to justify the response: *Il décrit le reflet de la lumière sur l'eau : « l'eau luisait doucement comme le ciel... »* or *Il compare Conakry à une grande fleur...*

For Part (d), some candidates experienced difficulties and were unable to adequately comment on why the alternative title of *„La variété“* was a good one. A possible answer was: *Je suis d'accord avec ce jugement parce que le narrateur décrit les différentes scènes qu'il voit pendant son voyage à Conakry* (with examples given). Another approach could have been to note that *Son voyage commence pendant la journée mais se termine le soir*, followed by examples of the various scenes described.

#### Question 2: *L'odeur du café*

This question was generally well done, with approximately 85 per cent of candidates receiving grades between satisfactory and excellent. Most candidates were able to answer Parts (a)–(c). The most challenging part of the



question was Part (d) which asked candidates to pick out elements which underscored the concept of masculinity. Some candidates did not appear to fully grasp what was required. Answers were being sought which reflected the code governing masculine behaviour whereby it is *le mâle qui poursuit la femelle* and normally an adolescent male *garde ses distances par rapport à une parente femelle*. The behaviour of the narrator in the situation under study would have been governed by this unwritten code of conduct.

### Question 3: L'étranger

An analysis of the performance of candidates on this question highlighted the difficulties/challenges experienced by candidates in responding to this question. Unlike the other questions, only about 50 per cent of the candidates who chose this one were able to score marks between satisfactory and excellent.

Some candidates experienced difficulty in formulating responses to Part (a) because they failed to comment adequately on the technique used to make the section of the extract dramatic, and could not identify some of the words which illustrated the point being made, such as *bruquement, il en a tiré...*

For Part (b), a large number of candidates could not fully explain the ambiguity in the extract. The candidate who received high marks would have grasped the idea that ... *d'une part, l'individu semble jouer le rôle d'un évangéliste, et d'autre part, il joue le rôle d'un interrogateur qui cherche à débrouiller les mobiles des actions criminelles de Meursault.*

Most candidates were able to identify an element in Part (c) which demonstrated the vulnerability of Meursault and provide adequate justification for their answer.

For Part (d), most answers were satisfactory.

### Question 4: Une si longue lettre

Candidates performed fairly well on this extract. Eighty-four per cent of the candidates earned marks ranging from satisfactory to excellent.

Most candidates were awarded maximum marks for Part (a) because they concluded that the family had a good/loving relationship. They were not specifically asked to provide evidence to support that conclusion, and although many supported that argument, those who did not were not penalized.

Some partial responses were received for Part (b). This stemmed from the fact that the question required knowledge of stylistic devices, and an ability to explain them, but some candidates were unable to do so effectively. In this case, candidates needed to refer to *la répétition du mot 'même'*, explain the purpose *pour indiquer que les hommes se ressemblent*, and then give examples.

Part (c), which focused on the irony of the situation, proved challenging because most candidates were only able to identify one element of the situation, *Tout unit tous les hommes*, but not the other point being made: *Alors pourquoi s'entretient-ils...?; and L'homme se prend pour une créature supérieure...* and the further observation: *Son intelligence enfante aussi bien le bien que le mal, plus souvent le mal que le bien...*

Most answers received for Part (d) were satisfactory.

### **Further Comments**

- Candidates must be reminded that there is no need to write answers to each question on the extract on a new page.
- Candidates need to become more familiar with answering varied types of questions, for example, those requiring comment: *Commentez ce jugement*; and, in particular, those requiring analysis, *Analysez la peinture de Da.*

- The judicious use of dictionaries should be encouraged to assist candidates in understanding certain key aspects of the extracts/or questions.
- Candidates should be advised that the use of abbreviations in responding to questions is *not* acceptable. The full word should be written, *quelque chose* instead of *\_qch'*, for example.

## Section B – Themes

Candidates were required to write one essay, of 350–400 words, in English, from the thematic areas: La Jeunesse and L'individu et la société. The prescribed texts for this section were: La jeunesse – *L'enfant noir* and *L'odeur du café* while those for L'individu et la société were *L'étranger* and *Une si longue lettre*. Four questions were given, two on each theme. In general, many candidates displayed a sound knowledge of the texts.

For the questions in this section, the majority of candidates were able to obtain marks ranging from satisfactory to excellent. The preferred text for the majority of those who selected a text from La Jeunesse was *L'Enfant Noir*. Over 76 per cent of the candidates opted to choose a question based on the theme L'individu et la société. The most popular text from this section was *L'étranger*. The least popular text overall was *L'odeur du café*.

In general, many candidates read the questions carefully and were able to respond appropriately. Candidates who demonstrated mastery of the higher level skills were able to identify recurring motifs, draw parallels and highlight contrasts as well as provide deeper analysis. Many candidates attempted to incorporate French quotes into their essays in order to enhance the development of their points. Less competent candidates displayed a fair knowledge of the texts, but weaknesses were observed in terms of their analysis and organization of the essays.

### Question 5

*“Generally speaking, adults have positive relationships with the younger generation.” Discuss this observation with reference to the text that you have studied.*

This question was chosen by about 15 per cent of the candidates. Candidates who opted for this question handled it fairly well, in general, receiving scores which ranged from satisfactory to excellent. The majority of candidates selected *L'enfant noir* as their reference text. Many candidates were able to identify a number of the characters who were positive in the young people's life, for instance, the mother, the father, the relatives. Others provided a balanced argument by identifying the principal as a negative influence. Others pointed out that the mother was overprotective.

*L'odeur du café* was not a popular choice.

### Question 6

*Discuss the portrayal of the prominent female characters in the text that you have studied.*

About nine per cent of the candidates opted to answer this question and most earned marks between satisfactory and very good. A few candidates experienced difficulty in determining who the prominent characters were. For *L'enfant noir*, although many candidates were able to identify the prominent female characters, some did not examine the question in sufficient depth to be able to score top marks.

No candidate chose *L'odeur du café*.

### Question 7

“Unexpected and unconventional”. To what extent might these words be used in relation to the text you have studied?

This question was chosen by about 34 per cent of candidates. Candidates performed commendably on this question, with over 90 per cent of those who answered scoring marks between good and very good. Most of these candidates opted for *L'étranger* instead of *Une si longue lettre*. A few candidates were unable to give in-depth answers. Others struggled with the characterization of Meursault as they strove valiantly to link his portrayal with philosophical theories about existentialism and got confused in the process. In some instances, a number of candidates wanted to stress that the behaviour of the character was unexpected and unconventional but could not express themselves clearly. Instead, they referred to the character as being ‘unexpected’.

A smaller number of candidates selected *Une si longue lettre*. Most candidates focused on Ramatoulaye and Aissatou. As with *L'étranger*, candidates performed creditably on this question.

### Question 8

“It is through a study of one’s relationships that one’s character is revealed.” What can one learn about the MAIN characters in the text that you have studied, based on their relationships?

This question was chosen by the majority of candidates who decided to focus on the theme *L’Individu et la société*. Most of them were able to score between 15 and the 32 marks possible, which suggested a sound knowledge of the text and a commendable attempt to apply this knowledge to the set text. However, there were some candidates who could not make a conclusive statement about a character’s personality as revealed by his/her interactions with others; instead, they simply related events.

### **Further Comments**

- Candidates would benefit from more practice in interpreting questions and developing adequate thesis statements that encompass a personal response to the question, validated by evidence from the text.
- Storytelling should be avoided.
- Teachers must ensure that students have a clear understanding of *who* the main/prominent characters are and their role. Many times subordinate characters are chosen when main characters should be the primary focus.
- Candidates should be advised to pay careful attention to the rubric for all questions before they attempt to write their response. The texts for each thematic area are indicated on the question paper, therefore candidates who do not follow instructions are penalized.
- Students should be given much more guidance and practice in the selection and use of quotations to illustrate the points made.
- Candidates should be encouraged to plan essays before they start to write. They should continue to pay attention to the organization of the essays so that ideas are communicated in a more coherent and clear manner.
- There is still the need to emphasize the importance of a well-structured, well thought out opening paragraph and conclusion.
- Candidates should be encouraged to obey the word limit as penalties are imposed if it is exceeded. Generally nothing is read after the cut-off point, therefore candidates could end up with lower than expected grades on a particular question.

## **UNIT 2**

### **Paper 01 – Listening Comprehension**

Section A of the examination required candidates to respond to a series of questions based on five short selections. The selection for Section B was an extended interview. All the selections were in French, with answers in English. Generally speaking, the performance in this unit, as with Unit 1, has shown great

improvement when compared with that of previous years. In fact, few candidates scored marks in the lowest band or failed to get a mark in the various selections. Candidates attempted most questions.

The topics of the selections were set in line with the three modules of the syllabus:

- Questions 1 and 2 – Module 1 (*L'actualité*)  
 Questions 3, 4 and 5 – Module 3 (*L'industrie, le commerce et l'économie*)  
 Question 6 – Module 2 (*La science et la technologie*)

## Section A – Short Selections

### Selection 1

This selection presented the multi-talented Joëlle Esso, from Cameroon.

Part (a) was very well done by many candidates who had six professional activities from which to choose three. However, answers to the remaining four questions were often only partially correct.

In Part (b), many candidates mentioned that Joëlle Esso was associated with a film, but failed to note that she had composed the music for the film. In Part (c), many candidates knew that she had studied in Paris but did not recognize the words *Lycee d'Art*, and so either omitted the name of the institution or tried to spell it phonetically — *Lycée d'Ars, lisedar*, for example.

In Part (d), many candidates realized that Joëlle was the first African to have accomplished something, but they were unable to say that she was a cartoonist/scriptwriter.

In Part (e), a number of candidates noted that the comparison made at the end of the selection was between African women and Western women but failed to understand on what terms (one group was as gifted or talented as the other). Several candidates did not understand *occidentale*.

### Selection 2

This selection discussed the fortunes of a Haitian singer/musician, Jean-Prosper Dauphin or Beken.

Candidates were able to answer Part (a) and Part (b) without difficulty, by stating that the singer came from Haiti and had lost a leg in a traffic accident. Whereas Part (c) (i) was straightforward and almost all the candidates identified his profession correctly, Part (c) (ii), how is he described in relation to his craft, proved problematic because of the expression *le plus doué*. Some candidates interpreted *doué* as *dur*, and stated that he was the most hard-working. Several described him as a musical deity.

Part (d), in what unfortunate position has Beken found himself during the last 15 years, was the most challenging section. Few candidates understood *il est de manière incompréhensible resté en marge de la foisonnante scène musicale d'Haïti*. This was one question that was not attempted by quite a few candidates. Others gave answers that were either entirely out of context or lacked any kind of meaning. Some examples of this are: He has been typecast to Haitian music and his music of the past. He is in a position of inconsiderable rest from his musical diet. He found himself in an unpredictable moment in which music is rarely as good as it was. Some candidates thought that he was still suffering because of his accident.

Part (e), in what context has the 1980s been mentioned, was also challenging. Some candidates interpreted *les mémoires* as memoirs, thereby distorting the meaning. Few were able to say that Haitians still remembered the songs Beken had composed in the 1980s.

### Selection 3

This selection dealt with peasants who had to abandon farming and move to the city.

Part (a), requiring a response to how the peasants are described, proved to be quite challenging. Many candidates seemed unaware that *la culture* had more than one meaning, and that it was, in this context, a *faux ami*. Instead of referring to the cultivation of food crops, many answered that the peasants were ‘producers of the living culture’ (*producteurs de cultures vivrières*).

In Part (b), several candidates wrote that they (the peasants) left after abandoning their former activities, but did not state that they became a part of the urban poor or that they migrated to the city.

For Part (c), in response to what has been the impact of rising prices, some candidates understood that *les populations urbaines [...] ne peuvent plus acheter*.

In Part (d), most candidates gained at least one out of two marks for identifying ‘the increase in the price of oil on the world market’ as being the cause of the increase in transportation costs.

#### Selection 4

The topic of this selection was tourism in Canada.

Candidates had little difficulty with this selection. Most were able to gain full marks. Though Part (c), the ways in which ordinary Canadians benefit from tourism, posed a slight challenge to a few, Part (a), how the revenue earned from tourism is used by the Canadian government, and Part (b), three purposes for which taxes are used, were very well done, although some candidates had difficulty understanding *le patrimoine*.

In Part (c), candidates understood that some people benefited from tourism due to the economic spinoffs but they omitted the fact that many people were employed in the tourism sector.

#### Selection 5

This selection dealt with the various uses of petroleum.

Performance on this question was very good. For the most part, candidates understood and answered all the questions for this selection quite well.

### **Section B – Extended interview**

#### Selection 6

This selection comprised an interview with Mr Bernard Borceux on the profession of information technology.

Generally speaking, the questions for this selection were answered fairly well.

For Part (a), most candidates were able to find at least two of the three functions performed by Mr Borceux. However, the word *gérant* was not always known.

In Part (b), candidates had to list two articles sold by Mr Borceux. Most understood *des PC*, *des imprimantes*, *des fax*, but others who wrote ‘registers’ instead of ‘cash registers’ received no marks.

Part (c) required candidates to list three items installed by Mr Borceux: *des ordinateurs* and *des softwares* presented no problem; less straightforward were *la mise en réseau* and *des périphériques internes et externes*. A number of candidates did, however, include *networks* and others used the expression *peripherals*, or *hardware*, which were also accepted.

The most challenging question for many candidates was Part (d), two daily administrative tasks performed by Mr Borceux. Several gave answers that were quite far-fetched. For example, though the correct answer was *bill payment/reading e-mails*, answers such as ‘visiting stores to fix things and factories, and also giving lectures on IT’; ‘instructing trainees and looking after the store’ were also given. Candidates would have been well advised to note that the question asked for *administrative tasks*.

Part (e), which asked why a computer engineer needs to be up to date, and Part (f), four human qualities that a computer engineer should have, were successfully answered by most candidates. For Part (f), the human qualities included being logical, open-minded, professional, patient and being able to work in a team. However, not many candidates understood *être débrouillard*.

Part (g) asked for the information given about languages. Most candidates were able to mention that English and French were used, but very few indeed understood *le néerlandais*. Furthermore, not many candidates understood that English was used in information technology more than the other languages.

Most candidates gave the correct answers for Part (h), two things that Mr Borceux enjoys about his profession, and Part (i), two negative aspects of Mr Borceux's profession.

## Paper 02 – Reading and Writing

### Section A – Reading Comprehension

Candidates were required to read two passages in French in this section of Paper 02. Passage 1 was based on Module 1 (*L'actualité*), and candidates were required to respond in English to questions asked in English. Questions on this passage also included an exercise in which synonyms were to be found in the passage for various words and expressions in French. Passage 2 was based on Module 3 (*L'industrie, le commerce et l'économie*), and candidates were required to respond in French to questions posed in French.

#### Passage 1 – *La peine capitale: une pratique archaïque encore vivante*

Candidates generally performed well on this question. They were able to understand the vocabulary and, as a result, gave correct answers to the questions. Few candidates scored in the weak/satisfactory range.

Part (a) was generally well answered. Many candidates were able to state that Mitterrand displayed political courage and that he had kept his promise to abolish the death penalty. An example of a candidate's response that received full marks is presented below:

*The passage shows us that François Mitterrand courageously resolved the matter of his promise to abolish the death penalty.*

For Part (b), *s'il y avait eu* posed problems as many candidates were confused. Some ignored the *si* and posited that the referendum had happened. Other candidates produced varied answers that indicated that the sanction would happen or would not happen, or that it had not happened. The response produced by one candidate follows:

*The writer says that of all evidence, if there had been a referendum, there is no doubt that the punishment of the death penalty would still be maintained in the penal code (code of punishment) for some (more) years still.*

Almost all candidates attained full marks for Part (c). Most were able to note that the French usually sanctioned the death penalty when a brutal crime had been committed that interfered with the general peace of their existence. For, example, one candidate wrote the following:

*The French people normally call for the death penalty when a heinous/abominable crime has been committed against what is socially accepted.*

For Part (d), most candidates correctly indicated that Aristide Briand lobbied to abolish the death penalty. A few candidates, however, indicated that he lobbied to end slavery. Some candidates lost marks when they demonstrated a lack of comprehension of the term *projet de loi*. Some candidates simply wrote 'project' or 'plan', which did not gain full marks. *Aristide Briand proposed a bill to abolish the death penalty in 1980* was an acceptable answer.

Part (e) proved to be the most problematic for most candidates. Candidates incorrectly translated *trentaine* as one third, and *soixantaine* as 1/6, 1/16, 1/60, 60, 60%, 60 000, and 6 dozen. Many candidates also

misinterpreted *ont recours à*, translating the expression as *renounced*, *reverted*, or *reintroduced*. Although some candidates were able to point out that the use of capital punishment was still popular, only a handful of candidates were able to state clearly that about 60 countries still used the death penalty, and about 30 countries had suspended it. The following response gained full marks:

*About 60 states resort to capital punishment while about 30 states have suspended it.*

Most candidates attained a full score for Part (f). However, some interpreted *gratuitement* as *freely*. Some candidates also did not fully comprehend that *réussi à* meant *managed to*, writing instead *intend to*. Candidates were expected to indicate in their answer *that capital punishment had not, in fact, reduced crime and that innocent persons were executed*. Some candidates included in their response the idea that capital punishment was against human dignity.

For Part (g), most candidates correctly identified *l'abolition* as the synonym. Some, however, incorrectly identified *aïgu*. In Part (h), many candidates accurately identified *sanction* or *peine* as the synonym. Some, however, chose *code pénale* which was incorrect.

Most candidates correctly identified *ouvrage/texte* as the correct response for Part (i). For Part (j), many candidates were unable to determine that *cheminement* was synonymous with *route*. Quite a few incorrectly identified *ouvrage* as the synonym.

Part (k) was well handled by almost all candidates who were able to identify *concrètes* as the synonym for *solides*.

#### Passage 2 – *Choisir l'emplacement de son bureau*

The responses to the questions in this section were generally very good. Some candidates wrote their responses in their own words as was required of them and received full marks.

Part (a) was well handled and most candidates provided all three points required for a full answer. Some candidates, however, had difficulty finding a synonym for *l'emplacement* and many wrote *location* which has a different meaning altogether. Candidates also mistakenly thought that *disposition des meubles* meant *l'état des meubles, avoir les meubles qu'on veut* or *acheter les meubles*.

For Part (b), although many candidates explained the details of the factors such as *having a small company would allow the employees to work at home*, many candidates omitted the first point: *il s'agit de la taille de l'entreprise*. The word *isoloirs* seemed to be generally unknown to the candidates, since the majority of them rewrote this word in the answer.

For Part (c), most candidates wrote the first part of the answer: *les considérations juridiques et administratifs, des règlements municipaux et des lois réglementant les logements et les condominiums*. The latter part of the answer, however, *les conseils de ces experts peuvent changer du tout au tout la structure de l'entreprise*, was often omitted.

Part (d) was generally well answered and many candidates attempted to write their answer in their own words.

For Part (e), given that there were many options from which candidates could select their answer, it was easy for candidates to identify three of the seven points, thereby, scoring three marks for their response.

Part (f) proved to be somewhat challenging for some candidates who did not realize that an advantage to purchasing one's own premises included *attracting investors, improving the value of the business, or attracting individuals interested in purchasing the business*.

Several candidates included the response for Part (f) in their answer for Part (g) and were not credited for their response. Some candidates were awarded partial marks for their responses, but few scored full marks for this section of the question.

## Recommendations

Candidates should pay heed to the following:

- The marks allocated for the sections of each question.
- Learn vocabulary related to topics in the syllabus and read widely.
- Review tenses and complex structures, for example, *s'il y avait eu* and *serait maintenue*.
- Review conjunctions such as *alors que*.
- Review numbers — ordinals, cardinals, fractions, percentages and approximations.
- Practise more comprehension passages (in class).

## Section B – Essays

In this section, candidates were required to write an essay, of 250–300 words, in French on one of five topics from Module 2 of the syllabus (*La science et la technologie*). Marks (maximum of 24) were awarded for content and presentation (organization and coverage of the topic, relevance and inclusion of facts, ideas and opinions) and correctness of expression (range of vocabulary and idioms as well as accuracy of grammatical structures). Candidates were expected to write essays with a proper introduction and conclusion and to present at least three clear points in their discussion of the topic. Candidates' performance ranged from poor to excellent. There were excellent scripts in which candidates manipulated the language well and were able to present tangible, well-argued points. On the other hand, some candidates treated the topics superficially and many of them presented points without adequate development. Overall performance was good.

### Question 3

« *Les inconvénients de la chirurgie esthétique dépassent les bénéfices à en tirer.* » *Discutez.*

This question was the most unpopular among candidates. However, those who chose to answer this question dealt with it effectively. Good points noted and developed included *the notion that patients sometimes became addicted to plastic surgery; cosmetic surgery helped to develop an individual's self-esteem; and to make one feel more physically attractive; it was another way of playing God; it was a way to correct or remove a scar and improve the look of burns; it was costly.*

### Question 4

« *La fécondation in vitro et la mère porteuse ont résolu le problème de la stérilité mais elles donnent lieu à de nombreux problèmes.* » *Donnez votre avis sur cette déclaration.*

Although few candidates attempted this question, those who did were generally well informed on the topic of in-vitro fertilization. Too many candidates, however, did not address the *mères porteuses*. The majority of candidates scored between 11 and 21 marks out of a maximum of 24. Good points noted included that *it was an expensive process; it sometimes had a negative psychological effect on the woman who was already frustrated from not being able to get pregnant on her own and anxious about the results of many attempts which failed; doctors made mistakes; it was the solution for people who could not give birth naturally; sometimes the surrogate mothers became emotionally attached to the baby when it was born and wanted to keep the baby instead.*

### Question 5

« *Il y a trop d'argent gaspillé sur les nouvelles technologies plutôt que sur les services médicaux.* » *Commentez cette déclaration.*

This question was the second most popular question and marks were generally satisfactory. Some of the points presented included the idea that *governments needed to invest more in technology with a view to improving public health care; comparisons between rich and poor countries and reference to the money available in the rich countries when compared with the poorer countries (Haiti was a common example of a poorer country).* Others argued that many Caribbean people wasted money on many brand name products like Blackberry and



Iphones, and failed to invest in their own health care. It was found that whereas some candidates were very general and vague with their arguments/discussions and did not fully develop their points, others had three solid points but invariably erred in the correctness of their expression.

### Question 6

«*La Caraïbe ne profite pas de la technologie pour assurer son autosuffisance alimentaire.*» *Discutez.*

This too was not a very popular question. Performance was satisfactory. Some of the problems encountered were: candidates were not very familiar with the topic and had a limited idea as to what *autosuffisance alimentaire* meant. As a result, some of the points included the idea that Caribbean/developing countries were too poor to afford the technology for self-sufficiency; even though the technology existed, many Caribbean people still preferred or stuck to the traditional methods; there was insufficient arable land and Caribbean countries could not compete with the bigger countries which were producing more at lower prices.

### Question 7

«*D'après vous, quelle est l'invention la plus bénéfique aux êtres humains? Justifiez votre réponse.* »

This question was by far the most popular question and more than 50 per cent of candidates opted to answer it. It was also the best answered essay question.

Candidates who scored higher marks wrote well-informed essays and were able to present balanced arguments, using a wide range of vocabulary and a high standard of expression. The most popular inventions mentioned were the *computer, Internet, and cellphones*. Candidates were able to show that *the computer and Internet facilitated high-speed, low-cost communication with friends and family all over the world; working from home was facilitated; the computer and Internet facilitated research*. They also mentioned *the ease and benefits of e-commerce*.

Some candidates, however, ignored the key word in the topic for discussion, *Justifiez*, and simply put forward points without fully discussing or illustrating why they considered their choice to be the most beneficial invention to human beings.

Further, some candidates interpreted *invention* as technology, human beings, and mathematics. The question required the one most beneficial invention. However, a few candidates presented more than one. Candidates should pay particular attention to the specific requirements of each question.

### **Further Comments**

Common errors noted in the essays included:

- Lack of subject/verb agreement (*d'internet permettent, les enfants devient*)
- Using parts of the verbs as nouns (*le travaille, d'après une étudie*)
- Omission of the apostrophe in nouns and other structures beginning with a vowel (*la invention, que ils...*)
- Failure to conjugate verbs (*la technologie est développer, c'est utiliser dans la maison*)
- Inaccurate use of indefinite demonstrative pronouns (*ça, cela, ceci (je pense ça)*)
- Inaccurate use of demonstrative adjectives (*parce que de cette, si cette occuré*)
- Lack of contractions with *à + le, à + les (à les familles)*
- Non-use of prepositions governing verbs and expressions («*Il est une manière rester en contact*»; «*...permettent les membres de famille discuter*»; «*l'ordinateur aide les personnes effectuer tâches.*»)
- Incorrect syntax and vocabulary (*la mère seule* – single mother; *le perdue* – the loss of; *privé* – privacy; *ameilleuré* – improved; *mauvaiser* – to worsen)
- Anglicisms: (*un degré* – a degree; *provider* – to provide; *beneficial* – beneficial; *accesser* – to access; *abilité* – ability; *j'agree pleinement* – I fully agree)
- Improper use of negative structures (*ne aucun personne; c'est juste ne droite pas*)

- Conjugation and use of irregular verbs (*savaient, devroient, a pert, mortent leurs parents*)

### Examples of good expressions, vocabulary, structures, use of the subjunctive:

- *La recrudescence*
- *Une aubaine*
- *Une kyrielle*
- *\*Une foisonnement*
- *Les trapeuses*
- *Les bandes transporteuses*
- *Cette autoroute de l'information*
- *À l'instar de*
- *Pour que son bébé soit intelligent*
- *Je préconise*
- *\*Les bienfaits emportent sur les désavantages*

### Recommendations

- Candidates should use a topic sentence in each paragraph of the body of the essay and develop their idea. Several points should not be developed in one paragraph.
- Candidates need to develop at least three points in their essay.
- Where possible, candidates should use factual information/statistics to support their points.
- Candidates should choose the essay question which they fully understand, instead of choosing one with key words.
- Adherence to the word limit is extremely crucial. Candidates should ensure that their essays are neither too long nor too short.
- Candidates must observe the rubrics and do only *one* essay question. It is pointless to write two mediocre essays when more valuable time could be spent writing a good essay.
- If candidates include a plan, the plan should be in French and *not* in English. A candidate who obviously did not have much time left, wrote an essay plan in English with just an introduction in French. This should be avoided.
- Candidates should have more general knowledge in the areas of the modules. They must have exposure to and be more curious about current affairs and topical issues. The essays presented this year demonstrated, in some cases, limited ideas.
- Candidates must develop their critical thinking skills.

## Paper 03 – Literary Analysis and Themes

### Section A – Literary Extracts

Candidates were required to answer one of four questions based on an extract taken from the prescribed texts — *La rue cases-nègres, Maria Chapdelaine, Gouverneurs de la rosée* and *La tragédie du Roi Christophe*.

Candidates were required to comment on plot, setting, characterization, themes and simple literary techniques. Overall, candidate performance was good.

The most popular choice among candidates was Question 1. This question, which focused on the text *La rue cases-nègres*, was chosen by approximately 43 per cent of the candidates. This was followed closely by *Gouverneurs de la rosée*, which was chosen by about 35 per cent of the candidates. Approximately 12 per cent of the candidates chose *Maria Chapdelaine* while about 10 per cent based their answers on *La tragédie du Roi Christophe*.

*\*An asterisk indicates an incorrect form, spelling or structure.*

Question 1: *La rue cases-nègres*

The majority of candidates who opted for this text demonstrated a good knowledge of the novel. Performance ranged between satisfactory and excellent.

For Part (a), candidates were expected to comment on the link that existed between the town and the moonlight and then use an example from the extract to support their point of view. Several candidates managed to score full marks, but there were others who simply selected aspects of the extract which related to the question without really producing an adequate comment. They could not, therefore, gain full marks.

Some candidates did not fully understand what was expected of them for Part (b), therefore, a number of partial responses were given. Candidates were expected to make a statement describing the atmosphere the writer was trying to create, then, present an example to illustrate their point.

Some difficulty was experienced by candidates in responding to Part (c). Candidates failed to recognize that they were being asked to make a comparison. A mere description of the children or of the flight of birds without the inclusion of an element of comparison did not earn full marks.

Part (d) was generally well done.

Question 2: *Maria Chapdelaine*

This question was not chosen by many candidates. Of those who chose the question, about 62 per cent scored in the satisfactory to excellent range.

For Part (a), most candidates were able to reflect on the different views on Maria's character which emerged in the first paragraph. However, they did not always go on to justify their response.

The majority of candidates were able to score marks on Part (b). For the most part, they grasped the sense of relief which Maria would feel if she left Quebec, as well as her longing to leave. Many were also able to allude to the intensity of suffering she would experience if she decided to stay.

Candidates produced varied responses for Part (c). Many candidates gained marks because they were able to select relevant quotations. However, they were not always able to clearly express their ideas.

The majority of candidates handled Part (d) well.

Question 3: *Gouverneurs de la rosée*

Approximately 35 per cent of the candidates opted to respond to this question with approximately 84 per cent of these candidates achieving scores ranging between satisfactory and excellent.

In Part (a), candidates were asked to comment on the portrayal of the storm. This type of question again seemed challenging to candidates. Although many were awarded at least two marks for commenting on the storm, quite a few candidates lost marks because their answers were too convoluted.

Parts (b)–(d) were generally well done.

Question 4: *La tragédie du Roi Christophe*

Only 10 per cent of the candidates chose this question. Although it was not a very popular choice, it was handled well by the majority of candidates. Of those who chose it, 82 per cent scored marks ranging from satisfactory to very good.

Most candidates were able to discuss effectively the portrayal of the Master of Ceremonies in Part (a). For Parts (b)–(d), candidates were also able to respond appropriately to the questions asked. Some rambled, but, in general, they were still able to mention points that gained them a number of marks.

### Further Comments

Generally, the performance of the candidates was good for this section of the paper. While it is clear that candidates know the texts, the impression created is that more attention should be placed on literary analysis as specified in the syllabus.

- Candidates should pay attention to the length of their answers. The marks allotted should serve as a guide.
- Candidates should refrain from quoting an entire paragraph when asked to select specific terms or references. Only the relevant word/references should be selected.

### Section B – Themes

Candidates were required to write one essay, of 350–400 words, in English, based on one of two themes: *La vie rurale* (for which the prescribed texts were *La rue cases-nègres* and *Maria Chapdelaine*), and *Les conflits politiques et sociaux* (with prescribed texts being *Gouverneurs de la rosée* and *La tragédie du Roi Christophe*). The examiners were looking for a comprehensive understanding of the texts and their themes, application of knowledge and organization of the essays. Candidates were rewarded based on the extent to which their work reflected these areas.

This year the majority of candidates, about 56 per cent, answered a question based on the theme *La vie rurale*. The preferred text was *La rue cases-nègres*, with about 46 per cent of the candidates choosing to base their answers on this text. The text *Gouverneurs de la rosée*, chosen by about 40 per cent of the candidates, was also a popular choice. *Maria Chapdelaine* and *La tragédie du Roi Christophe* were not as popular.

On this section of the examination, candidates' performance was generally good, with over 90 per cent of the candidates receiving scores ranging from satisfactory to excellent, regardless of the text chosen.

#### Question 5

*Discuss the theme of hardship with reference to the text that you have studied.*

This question was chosen by approximately 56 per cent of the candidates. The majority of those opting for this question chose *La rue cases-nègres*. Generally, candidates recognized that hardship was one of the main themes of the work. Most focused on the hardship endured by M'man Tine and even Délia. However, they struggled to adequately present the hardships in José's life. Some candidates presented the systems which made life difficult: for example, *les petites bandes*. Only a few candidates commented on the fact that although life was hard, there were elements of happiness, achievement and pleasure as well.

The text *Maria Chapdelaine* was also well suited to a discussion of the theme of hardship and all the candidates who chose this text answered this question. Their performance was commendable. However, the candidate who spent most of his/her time discussing the impact of the nature of the climate alone, scored less than the one who was able to look at the severity of the weather, as well as the hardship endured by characters like Samuel Chapdelaine, Maria and others. There was hardly any reference to the comfort that family members found in each other's company or to the fact that Maria's decision to remain in Québec suggested that in the end patriotism triumphed over hardship.

#### Question 6

*Discuss the portrayal of children and young people in the text that you have studied.*

Only three per cent of the candidates answered this question, and all responded using the work *La rue cases-nègres*. The majority of the candidates gave good responses to the question. Although most candidates

demonstrated a good knowledge of the text, their major downfall was that, in their portrayal of children and young people, the developmental changes as children moved from childhood to adolescence were not examined. Most of the focus was on Jose and his young friends in *la rue cases-nègres*.

### Question 7

*“Thinkers make poor leaders. They are neither practical nor realistic.” Discuss this opinion with reference to the text that you have studied.*

This question was selected by 14 per cent of the candidates. In general, almost all of the candidates earned marks ranging from satisfactory to very good.

The majority of candidates used *Gouverneurs de la rosée* as their point of reference. It was felt that, compared to the other questions, for this one there were, perhaps, too many angles for the candidates to consider: *thinkers, poor leaders, practical and realistic*. Not all candidates were able to discuss all these points and so they focused mainly on the first part — *thinkers make poor leaders*. Some candidates examined not only Manuel but other characters, for instance, Larivoire.

*La tragédie du Roi Christophe* was a good choice for Question 7, but not many candidates selected it. In general, candidates suitably examined aspects of Christophe’s character which underscored his ability to be a good leader or a visionary. They were also able to show how his thinking led to his downfall.

### Question 8

*“A truly inspirational work.” Discuss this view of the text that you have studied.*

This question was selected by 27 per cent of the candidates and all of them were able to earn marks ranging from satisfactory to excellent.

*Gouverneurs de la rosée* was the preferred text of most candidates. Candidates had no difficulty in identifying the key elements which made the work inspirational. The question was well handled.

Candidates who selected *La tragédie du Roi Christophe* found this question challenging. While some struggled to find the inspirational aspects of the work, others were able to focus on Christophe’s desire, though misguided, to build and restore the nation. In fact, it has been said that *This is more a cautionary tale than an inspirational story. It reminds us that we need to be humane and realistic when we are trying to realize our dreams. If not, all could end in tragedy.*

### **Further Comments**

- Candidates need more practice in essay writing. They should be advised to pay attention to the organization of their essays. They should strive to present an introductory paragraph, then develop their points in the body of the essay, paying attention to proper paragraphing as points are developed, and finally, there should be a conclusion to the essay.
- Teachers need to remind students that quotations must be in French. Although quotations from critics may be valid, and used appropriately, examiners are also looking for the personal response of the candidate to the question posed.
- Candidates should be reminded that there is no need to translate quotations used into English.
- Candidates need to be judicious with discussing the author’s theories, as in many cases, candidates are ignoring the set questions to focus on these.
- Candidates should be advised to pay careful attention to the rubric for all questions before they attempt to write their response. The texts for each thematic area are indicated, therefore, candidates who do not follow the instructions given will be penalized.
- Teachers need to remind students to read questions carefully and explore relevant points and examples before beginning to write the essay.

- It is recommended that candidates pay attention to the word limit. There were a number of essays which were extremely long and candidates need to know that points made after the specified word limit are not considered.

## UNIT 1 and UNIT 2

### Paper 04 – School-Based Assessment

In the school-based assessment this year, the performance of students was quite fair. There were very few students with poor results. Teachers continue to show their commitment to preparing students to learn and perfect their French-speaking skills. Weaker students experienced difficulty in their expression and use of grammar which suggests the need for more exposure to listening to the language and also for more practice in speaking the language.

The moderators would like to commend the students who carried out research on a wide variety of topics ranging from children, food and women to social issues such as discrimination in France. In Unit 1, some of the topics presented were « *Le football français est éclipsé par le racisme* », « *Le béké en Martinique* », « *Malgré la devise de la France « Liberté, Egalité, Fraternité », pourquoi les Maghrébins font-ils face à la discrimination?* », « *L'homoparentalité en France* », « *La Traite des Etres Humains en France* », « *Plus que jamais, l'industrie de la mode affecte gravement les jeunes français* ». Unit 2 topics included « *L'Euthanasie en France* » and « *Le développement de la nanotechnologie en Suisse* ».

#### Prepared Topic

Most students gave evidence of thorough preparation and presented the speeches enthusiastically, though it was noted that grammatical errors and hesitancy affected the quality of some presentations. The majority of students' presentations fell within the stipulated time. There were some presentations, however, which exceeded six minutes. In such cases, time is reduced for the topic conversation and general conversation. Greater emphasis needs to be placed on organization for conciseness and effective use of supporting material in order to meet the time requirements.

#### Topic Conversation

This section is marked in three categories:

- Comprehension
- Correctness of expression/Range of vocabulary
- Pronunciation/Intonation/Fluency

#### Comprehension

Students were able to understand questions and demonstrated competence in their responses. The examiners also maintained a conversational nature throughout the examination which helped students to be at ease during the examination. Some students also asked the examiners' opinion on aspects of the topic. In the odd cases where the examiner's questions were too long or the vocabulary used was unfamiliar to students, there was some difficulty with comprehension.

#### Correctness of expression/Range of vocabulary

The quality of the language used was fair to excellent but whereas some students were able to gain full marks in this area, others experienced difficulty in expressing their ideas without making basic errors. There were students who had inaccuracies in their expression which affected the meaning and so impeded understanding of the idea being conveyed.

### Pronunciation/Intonation/Fluency

Pronunciation, intonation and fluency were satisfactory on the whole. Students made a great effort to produce correct intonation and spoke without much hesitation. There were some recurring errors of pronunciation which need attention.

### **General Conversation**

In this section, students were required to discuss topics of a general nature. They were very responsive but seemed less relaxed than in the topic conversation. Many, however, answered with confidence. There was a wide range of questions posed to students on various topics and examiners are reminded that these questions are to be based on the topics of Modules 1, 2 and 3.

### Comprehension

Examiners are encouraged to commence with questions of a personal nature for example, *Qu'est-ce que vous faites comme loisirs?* or *Pourquoi étudiez-vous le français?*, and then advance to questions which reflect the topics drawn from the three modules studied. The comprehension skills demonstrated were quite fair, although some students had difficulty with long and intricately worded questions.

### Correctness of expression/Range of vocabulary

Students were enthusiastic in sharing their ideas on the various topics in French and demonstrated a good grasp of French structures and a good knowledge of vocabulary on a variety of subjects. There were some errors made, but on the whole, students were able to make themselves understood.

### Pronunciation/Intonation/Fluency

A commendable effort was made by the students to produce correct pronunciation and intonation. Many students attained satisfactory levels of fluency.

### **Common Difficulties**

#### Correctness of expression/Range of vocabulary

Errors were made by students principally in the following areas:

- The use of incorrect articles with the nouns (*la pays, un responsabilité, la gouvernement*)
- Use of the infinitive instead of the conjugated verb (*quand les femmes remarier*)
- Position/gender of adjectives (*le publique santé, la musique est très négatif*)
- Use of the partitive (*à cause de les problèmes*)
- Subject and verb agreement (*nous célèbre*)
- Position of object pronouns (*Je l'aime entendre*)
- Negation — omission of « *pas* » (*Je ne pense que...*) use of two negatives — *Il n'y a pas rien*
- Formation of the perfect tense (*je me suis rend compte*)
- Syntax (*d'autres Caribes festivals, le solaire énergie*)

#### Pronunciation

Errors were made by students in the following areas:

- Omission of the liaison — *Les Etats-Unis*
- Anglicized pronunciation of several words — *variété, développement, utilisation,*
- Mispronunciation of *in*, and *im* at the beginning of words
- Similar pronunciations for *-eur* and *-ure* (*ordinateur, nature*)
- Omission of the *é* sound in the perfect tense

**Recommendations**

- Students must practise the delivery of the prepared topic in order to ensure that it does not extend too much beyond the three minutes nor fall too short.
- In the general conversation, questions which allow students to give a fairly extensive response should be asked on three or four topics rather than a series of questions on six to eight different topics.
- A check should be made to ensure that the entire interview has been properly recorded and that the audio level is adequate.



**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**MAY/JUNE 2013**

**FRENCH**

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## GENERAL COMMENTS

The overall performance of candidates in both Units 1 and 2 was good, with Unit 2 candidates performing better than those who did Unit 1. On the positive side, there were fewer questions omitted than there have been in the past. It was also pleasing to note that the work of a number of candidates was flawless. On the other hand, certain problems still exist. Some candidates produced careless work, expressed themselves poorly and seemed limited in their knowledge of the topics. Detailed comments highlighting the strengths and weaknesses of candidates are given below.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Listening Comprehension

Candidates were required to listen to five short selections and an extended interview in French, and respond to questions in English. The topics covered the three modules of Unit 1, and candidates were expected not only to be *au courant* with these topics, but to have achieved a high level in the development of their listening skills. As customary, the performances ranged from poor to excellent. However, the majority of candidates obtained either good or satisfactory marks, with very few getting poor grades.

#### Section A – Short Selections

##### Selection 1

The topic of this selection was music (Module 1).

Generally speaking, candidates performed very well in this section, and indeed this question posed the least challenge.

Most candidates answered Part (a), on what the drum represented, correctly, although some wrote ‘*bass*’ instead of *base*, which obviously changed the meaning.

In (b), although candidates knew that the drum was used in religious ceremonies and for communication, many did not understand *il rythmait*.

Part (c), on the significance that music had to Blacks, required a two-part response — that music was a means of existing and part of the identity of Blacks — but only received one of the responses from the majority of candidates.

Many candidates got the gist of the answer for Part (d), that music reflected *une culture métissée*.

Candidates had a number of sources that influenced West Indian music from which to choose for Part (e), and had no difficulty gaining two marks.

Although many candidates answered Part (f) correctly, naming two Caribbean geographical regions, with *the Lesser and Greater Antilles*, other responses included ‘small islands and big islands’, ‘big and small zones’ and ‘the Leeward and Windward islands’, as well as non-Caribbean countries.

##### Selection 2

The topic of this selection was the elderly (Module 1).

This question was reasonably well done by many of the candidates, with grades in the average to good bands.

In Part (a), many candidates got at least one of the three elements by which society is characterized usually *money*, but many did not understand *les biens matériels* or even *la performance*.

In Part (b), several candidates invented answers such as ‘weak and unable to take care of themselves’ or ‘lonely and infected’, having found it difficult to understand that an elderly person was previously regarded as *un trésor de savoir et d’affection*, or as one candidate put it, *An elderly person represented a pool of knowledge as well as a source of comfort and kindness*.

In Part (c), on interaction that was had with the elderly, quite a number of candidates gave ambiguous answers and it was not clear whether ‘they’ referred to the elderly (the incorrect response) or to those who helped them. In addition, some candidates opted only to mention the chores, in responses such as ‘helping in the home or in the garden’ or ‘help at the house and with money’. Few understood the other part of the answer: *On aimait être en sa compagnie*.

Part (d), on how the elderly now regard themselves, was challenging. Some candidates understood only a part of *il a un sentiment de culpabilité et ressent le mépris des autres*, and many resorted to guessing, for example, ‘The elderly are disabled and useless’, ‘capable of taking care of themselves’, ‘less capable than the others’.

Part (e) which required a two-part answer to the way old age has become ‘modernized’, received a partial response from many candidates with many omitting the reference to leisure activities.

### Selection 3

The topic of this selection was air pollution (Module 3).

Performance ranged from poor to very good.

In Part (a), several candidates were unable to name three major crises which can result from air pollution. However, they received a mark for highlighting the fact that life expectancy and one’s health were compromised. A pleasing number identified the crises as *floods*, *drought* and *the melting of the polar ice caps*.

Parts (b) and (c) which dealt with how pollution affected life expectancy and health, were well done. In Part (d), however, it appeared that many candidates were unfamiliar with the word *la circulation* and so, instead of talking about a reduction in traffic, they spoke of the circulation of (air) pollution.

### Selection 4

The topic of this selection was waste disposal/recycling (Module 3).

Performance ranged from poor (the majority) to very good. A few candidates omitted this section. Generally speaking, this selection posed the greatest challenge to candidates.

For Part (a), candidates gave incomplete answers in naming two options for which recycling is considered an alternative. This was in spite of the (near) cognates *stockage* (storage) and *combustion*.

Part (b) was poorly done by many. Very few candidates were able to produce the required response, that *recycling does not completely solve the problems caused by consumer goods, but simply reduces the impact*.

Many candidates received partial marks for Part (c) on positive activities which also cause pollution. *La collecte sélective des déchets et le processus de recyclage lui-même* proved to be too challenging.

The best performing question in this section was Part (d) on benefits of reducing our consumption. Given several options, many candidates gained full marks.

### Selection 5

The topic of this selection was conservation of the environment/ecotourism (Module 3).

This selection proved to be quite a challenge for several candidates, with grades falling between satisfactory and good. A few candidates did not attempt any of the questions.

Part (a) required candidates to identify *soil erosion* and *an increase in the amount of garbage produced* as examples of the negative impact of tourism.

In Part (b), though candidates were required to refer to both the enhancement of conservation and support for it, many of them only gave the words ‘conservation’ or ‘preservation’ of the environment. In some cases, candidates resorted to alternative ways of expressing the point by stating that ecotourism ‘appreciates’, ‘values’, ‘promotes’, ‘valorises’ or ‘encourages’ conservation.

As for Part (c), only a few candidates gave full or even partial answers; the vast majority did not understand *toutes les activités écotouristiques doivent être bien conçues et gérées...*

Finally, for Part (d), candidates readily understood *le système touristique* as one strategic area, but several of them misinterpreted *politiques environnementales* and thought that it meant ‘environmental politics’ or ‘the political environment’.

## **Section B – Extended Interview**

### Selection 6

The topic of this selection was education/children in society (Module 2).

Performance spanned the entire range, from poor to excellent. It appeared that this selection was challenging for several of the candidates, though some of them answered very well. It is not clear whether it was a case of insufficient time or a lack of understanding of the vocabulary used, but there were a few instances of no response.

For several of the candidates, the expression *l'école maternelle* was unknown, and so interpretations ranged from a ‘maternal school’ to a ‘primary school’ (Part (a)). Some candidates ignored the tense used, and seemed unfamiliar with the expression *il y a six ans*. Nevertheless, some candidates were able to say that Peter Gumbel’s daughters had attended nursery school in France.

Some candidates were confused by Part (b), which asked for an initial comparison made between the education systems in France and the United States, or gave the answer for Part (c) instead. An example of a full response was *He noticed that there is a difference in the quality but not in the level of teaching*.

In Part (c), on the difference between nursery schools in the United States and France, several candidates misinterpreted *la règle est de ne surtout pas dépasser les limites* and so spoke about being able to go beyond limits. Some candidates gave answers that were way off the mark, such as ‘In France, the rule is there is no specific limit.’

Some candidates reversed the answers for Parts (d) (i) and (ii), or spoke about conduct instead of academic performance. A number of candidates did understand that in the US, bright (science) students went to see the principal, whereas in France, those who were failing were summoned. It was doubtless the influence of Spanish that caused candidates to refer to ‘happy students’ in Part (d) (i), since the recording mentioned students going to the principal *pour être félicités*.

Although the answer to Part (e) revolved around the over-confidence of the American students, answers included the very opposite – ‘the students *lacking* confidence’, as well as ‘they liked school/had a love for learning’ and ‘they were lazy’.

Part (f), on factors contributing to the success of students, was not too difficult, as many candidates understood *ceux qui non seulement lisent régulièrement mais lisent aussi avec plaisir*. Some, however, substituted *study* for ‘read’.

In Part (g), which asked for negative views held on the use of grades, most candidates were unable to produce one of the key elements of the answer *they highlight what is wrong (les notes pointent la faute)*. Some interpreted *dévaluation* as *évaluation*. However, the answers produced by some indicated that their understanding was clear.

Finally, in Part (h) where candidates were required to mention the fact that grades were used as a reference point, and allowed students to advance, there were many variations in the expressions used, with only one candidate citing the precise words.

Part (i), on self-worth, was fairly well done, although some candidates omitted one part of the answer. Others gave the *opposite* answer, saying that self-worth *depended* on one’s performance at school and on grades.

Part (j) was well done, with most candidates understanding at least one part of the answer, that for classroom activity students should be divided into small groups or in twos or grouped so that they could try different methods.

### **Difficulties**

Candidates seemed unfamiliar with the following French words and expressions, leading to misinterpretation:

*un cercle vicieux* — a sacrifice  
*réussissent* — racist  
*des notes* — notes  
*affection* — defection, infected, defects  
*la circulation* — circulation

Mention must also be made of the inability of some candidates to express themselves in a clear and cogent manner, thereby making it difficult to decipher meaning. A few examples are:

- There is a difference in the level of quality in education between the two countries. (Selection 6)
- He (Mr Gumbel) makes the comparison between not the level but the quality of teaching offered. (Selection 6)
- It is counterproductive because the (sic) teach the students in a point of view and evaluation. (Selection 6)
- The more greenhouse defiance is an emission of us to be very smud with toxic air. (Selection 3)

## Recommendations

- All candidates preparing for this paper should dedicate adequate time to listening outside of the classroom while optimizing their use of the myriad of resources at their disposal, for example, YouTube, CDs, DVDs.
- It is extremely important for candidates to learn vocabulary pertinent to the topics as well as find out about the issues relating to the different subject areas when preparing for this paper.
- Candidates need to enrich their vocabulary in English, so as to recognize and understand cognates and *faux-amis*.
- Candidates should read all questions carefully so as to be better able to identify the points in the passage that relate to each question.
- Candidates should ensure that their answers correspond to the questions posed.
- Although it is better to attempt an answer than to leave a blank, greater care should be taken to ensure clarity of meaning. It is advisable that candidates read over their answers.

## Paper 02 – Reading and Writing

### Section A – Reading Comprehension

This section of the paper required candidates to respond to questions based on two passages in French. Passage 1 was based on Module 1 (*L'individu, la famille et la vie journalière*). Candidates were required to respond in English to questions asked in English. Candidates were also expected to find synonyms in the passage for five words and expressions in French as guided on the question paper. Passage 2 was based on Module 3 (*L'environnement*) and required candidates to respond in French to questions asked in French.

#### Passage 1 – *La famille française d'aujourd'hui*

Candidate performance on this question was average. Most candidates answered all sections of the question, the most challenging of which proved to be Part (d).

For Part (a), most candidates identified the writer's stated purpose as the desire to describe (without judging or evaluating) the financial and fiscal consequences of something, but some had difficulty explaining that he was referring to new patterns of social behaviour. Some candidates referred to 'generous social policies', 'important social advantages', 'new order' and 'political matters'.

An example of a correct response is as follows:

*The writer's stated purpose is neither to judge nor to evaluate France's family policy or structure, but rather to describe the fiscal and financial consequences of new behaviours.*

With regard to Part (b), candidates were able to comment in some way on the current system of social services due to the number of possibilities given as correct responses. While candidates were able to

score marks for saying that the women are in distress, they failed to make it clear that women often hide the fact that they have a companion and that they still claim to be in need in order to secure social assistance. Some candidates also missed the point that the system is confusing because of complex family structures.

Part (c) did not pose any particular difficulty for most candidates. It must be noted, however, that while many candidates were able to state that financial assistance was previously provided to families on the basis of their proving that they were poor and lacked financial resources, a few candidates indicated that it was provided if the couple was stable or if they had more than one child.

For Part (d), candidates identified the complexities with regard to inheritance that have been incurred due to the new types of families. There was, however, some confusion vis à vis the rights of the children and the adults. Many candidates mistakenly thought that *adultérin* meant ‘adult’ or ‘adulterer’ and that the phrase *mariés avec une fille unique* meant married to a unique woman or a woman who is an only child.

With regard to Part (e), candidates generally recognized from the last paragraph of the passage that the state could no longer cope financially with these social policies. It was noted, however, that candidates seemed to have misunderstood the use of the conditional of *être*, when they wrote ‘should not be’ instead of *would not be*. They also mistakenly interpreted *préjudiciable* as ‘prejudice’ instead of *harmful*. Others wrote that the state rather than the author was not being judgemental.

The section on synonyms, was well handled by many candidates. However, many of them did not score full marks. In attempting to find a synonym for *conduite*, many candidates ignored the word *comportements*, perhaps because it was given in its plural form. As a result, many candidates did not recognize that this was the correct response.

## Recommendations

- Candidates are reminded that answers in the Reading Comprehension follow chronologically.
- While previous knowledge may be helpful in candidates’ comprehension of the reading passage, candidates should refrain from giving information not included in the passage when answering individual sections of the question.
- Candidates are asked to skip lines between sections of the question to allow for ease of marking.
- Candidates should refrain from using French words in their response when they should answer only in English.
- Candidates are again reminded that they must look for expressions of the same part of speech as the one presented in the question. For example, for Part (g), *juger*, an infinitive, cannot be a synonym for *l’intention* (a noun).

### Passage 2 – Il faut lutter contre les risques de la pollution

The responses to the questions in this section were better handled by many candidates.

Part (a) was generally well handled and most candidates provided the five points concerning pollution which were required for a full answer. However, the point referring to the fight against pollution was sometimes omitted. One misinterpretation was that of the word *lentement*, where candidates thought that the fight against pollution was slow as opposed to the fight being slowly put in place. It was found that candidates were able to adequately write synonyms for the words in the passage. Examples of synonymous expressions used by candidates include *largement* for *une grosse part*, *élevée* for *frappante* and *réduire* for *ralentir*. Excerpts from good responses include:

*C'est un problème international, le combat contre la pollution devient de plus en plus sérieux and pas à pas on combat les mauvais effets de la pollution sur l'environnement.*

For Part (b), candidates had to refer to the second paragraph to comment on *Le monde industriel n'a pas de conscience sociale*. Very few candidates scored full marks. Most candidates correctly pointed out that factories polluted the air and water. However, they missed one or more of the other marks. Some candidates were penalized for using direct quotes from the passage sometimes with ellipsis, for example *La creation...environnement*.

A model answer for this question is:

*Il est juste de dire cela pour plusieurs raisons. La pollution de l'eau, de l'air et de la terre a augmenté d'une façon alarmante avec la révolution industrielle. La création de \*raffinerie pour manufacturer en chaîne, les produits et les biens que nous utilisons a grandement contribué à la pollution de l'air et de l'eau à travers l'élimination non limitée de leurs déchets. En plus, l'incinération des ordures et des déchets \*industrielles qui produisent des gaz toxiques et le vidage des eaux usées dans les fleuves et d'autres cours d'eau n'étaient pas contrôlés et \*a causé de nombreux dommages à l'environnement.*

Most candidates were able to secure full marks for Part (c). Some were penalized, however, as they did not attempt to use their own words to answer the question. Furthermore, while they were able to indicate that paper is bio-degradable and plastic is not, they failed to specify that plastic did not decompose. An acceptable response is presented below.

*Le contraste important est entre le papier et le plastique. Le papier est trouvé dans le bois et il peut \*décomposer, tandis que le plastique ne se décompose pas et il n'est pas biodégradable.*

Performance on Part (d) was average for the majority of candidates. Few candidates received full marks as they were unable to provide plausible explanations in the target language to show the financial implications of both domestic and commercial waste. Most candidates only mentioned one of these two points. In many cases candidates' inability to express themselves in French hampered the overall meaning of the response.

For Part (e), while many candidates were able to adequately handle the expression *Small streams make big rivers* as it relates to the last paragraph of the text, many of them did not pay particular attention to the last part of the question which asked them to supply the inherent lesson given in the passage.

An example of a good response is as follows:

*Dans le dernier paragraphe, l'auteur explique que la paresse croissante de la population du monde est un problème pour l'environnement. Cette idée est \*vincule \*a « les petits ruisseaux font les grandes rivières » parce que l'effort \*combine de chaque personne, même si l'acte de pollution est simple comme \*sortir un papier \*dehors en place de la poubelle, provoquera un problème grave. Il est nécessaire pour tout le monde \*recycler et \*respecter la nature comme \*la plus petite acte peut causer la pollution de l'air, \*l'eau ou\* le sol.*

*\*An asterisk indicates an incorrect form, spelling or structure.*



## Section B – Essays

In this section candidates were required to write an essay in French of 250–300 words based on one of five topics from Module 2 (*La société et les affaires sociales*). In order to receive the maximum mark of 24, candidates were expected to demonstrate the ability to present their ideas and arguments coherently and cohesively, in grammatically correct language. Candidates who were able to properly structure their essays with an introduction, three well developed and illustrated points and a conclusion usually scored high marks for content. Those who were able to demonstrate an excellent grasp of grammar and idiomatic usage received high marks for their expression.

### Question 3

« *Il faut reconnaître que les médias eux-mêmes sont les violateurs des droits de l'homme.* » *Discutez.*

Very few candidates opted to answer this question. For those who did attempt it, performance was generally poor. Candidates who attempted to respond to the question discussed the positive and negative influences of the media, but failed to address how the media violate human rights. In many instances it appeared that candidates were attempting to recreate essays previously practised in class. Acceptable arguments included *the violation of an individual's right to privacy/the invasion of one's privacy, the publishing of sensitive/damaging videos, and false reporting for increase in sales/viewers.*

### Question 4

« *Les leaders religieux sont les vrais leaders de notre société.* » *Discutez en vous référant à la situation caribéenne.*

This was perhaps the least popular question. Candidate performance was generally satisfactory. Candidates needed to address the qualities of a leader and show the extent to which leaders possess these qualities and influence society. They could have also explored other influential leaders in society, for example politicians, sport personalities and humanitarians. There should have been greater focus on the Caribbean as stipulated in the question. One candidate provided an example of a religious leader in his community and indicated his level of influence on society. Some candidates referred to how people in society sometimes reject religion and, by the same token, religious leaders, arguing that religious leaders were not the real leaders in society. Among the candidates who attempted this question, a few simply spoke about religion in general without referring to the topic. Candidates failed to indicate the qualities of the religious men which made them *true leaders*. For example, they represent the face of morality and people look up to them for moral/spiritual guidance.

### Question 5

« *La pauvreté n'est pas la cause principale du crime.* » *Discutez.*

This was clearly the most popular question and was attempted by over 92 per cent of the candidates. The question was generally handled well. Some candidates tended to stress other factors which contribute to crime rather than poverty (for example, unemployment, domestic issues, racism/racial prejudices, lack of education, delinquency, drugs). Some candidates were unable to render *pauvre* in French and resorted to 'pauper' and even 'poor' to convey the meaning.

### Question 6

« *Les problèmes économiques contribuent énormément au racisme.* » *Discutez.*

Whilst this question was unpopular among candidates, those candidates who attempted to answer this question appeared to have much knowledge about racism and its contributing factors. However, many candidates had difficulty discussing how economic problems can be linked to racism. Additionally, too many candidates used the word racism to mean discrimination when in fact racism is only a type of discrimination. (For example, one candidate spoke about cultural racism and gender racism).

### Question 7

« *Les gouvernements de notre région doivent mettre en place les stratégies pour réduire la migration.* » *Discutez.*

Although this question was not very popular, a few candidates handled it quite well. The candidates were able to highlight the causes and effects of migration. Most of them, however, failed to sufficiently develop and identify the strategies to reduce migration. It was noted that there was good use of appropriate jargon where phrases such as *fuite de cerveaux* were widely used. Many candidates used their country as a reference but failed to render it in French. For instance, candidates used 'St Lucia' instead of *Sainte Lucie*, Grenada instead of *Grenade*, etc. Candidates needed to fully understand the differences between the words *migration*, *emigration* and *immigration* which were used interchangeably in their essays.

### **Further Comments**

Weaknesses noted in the essays included:

- Improper use of negative expressions : *ne personne se lève et commence à...*
- *Faux amis: l'issue* — taken as 'the issue'
- Anglicisms/Franglais: *\*la privacie, \*le crime est sur la rise, \*les causes de pauvreté sont numeraux*
- Weak vocabulary/Coined words — *\* chômageurs* ; Use of the word 'expensive' to mean *cher*
- Poor spelling: *\*emmigation, \*quelquechose, \*le décline*
- Wrong gender: *\*un/le cause, \*le présence, \*le raison, \*le seul solution, \*le pauvreté*
- Faulty idiomatic structures : *\*Par un conséquence, \*il y ont*
- Poor grammatical structures: *On \*faut également mentionner .../Le gouvernement \*faut + infinitive*
- Wrong use of « aussi » at beginning of sentence to mean 'also, too'
- Poor introduction
- Elements of arguments poorly expressed/organized
- Poor paragraphing to indicate transitions
- Lack of varied evidence to support arguments

*\*An asterisk indicates an incorrect form, spelling or structure.*

**Examples of good expressions, vocabulary, structures are presented below.**

- Préalablement
- Actuellement
- Il convient d'examiner
- En raison de l'escalade
- La misère continue à s'étendre toutes les échelles
- Ils se trouvent au-dessous \*la seuil de pauvreté
- Dans la \*conjoncture économique
- C'est un problème [...] et procède d'un écheveau de facteurs différents
- Sans doute
- En ce qui concerne
- Tout d'abord
- En guise de conclusion
- Réfléchissons d'abord
- D'autre part
- Un thème brûlant de l'actualité
- A l'échelle mondiale
- On constate que
- Malgré tout
- Par ailleurs
- Good use of the subjunctive: *Il est nécessaire qu'on voie*

### **Recommendations**

- Poor expression appears to be one of the greatest downfalls of many candidates. Teachers should therefore dedicate more time to French grammar lessons. A greater attempt should be made by candidates to use more advanced structures (for example, the subjunctive mood).
- While it is recommended that candidates try to enhance their essays with idiomatic expressions, they must ensure that the expressions which they opt to use fit contextually and add value to their essay. Too often essays are replete with expressions which are improperly used or do not fit cohesively into their writing.
- Candidates should read widely and make good use of the various media to keep up-to-date with current events and ideas.

### **Recommendations for Teachers**

- Teachers should remind their students to pay close attention to the tense(s) to be used in their responses, especially when responding in French.
- Allow for the frequent practice of essay writing, including developing plans.
- Relevant vocabulary should be given to students for the topics studied. As an assignment, students could be asked to do their own research of vocabulary, possibly, through related and relevant texts found in newspapers, magazines, or on the Internet.

*\*An asterisk indicates an incorrect form, spelling or structure.*

## Paper 03 – Literary Analysis and Themes

### Section A – Literary Analysis

In this section candidates were required to answer one of four questions based on a literary extract taken from the prescribed texts studied: *L'Enfant Noir*, *L'Odeur du Café*, *L'Etranger* and *Une si longue lettre*. Candidates were required to comment on plot, setting, characterization, and simple literary techniques.

The majority of the candidates, approximately 45 per cent, responded to Question 1. This question focused on the text *L'Enfant Noir*. The other responses were distributed among the other three texts, with about 12 per cent on *L'Odeur du Café*, 25 per cent on *L'Etranger* and approximately 18 per cent on *Une si longue lettre*.

#### Question 1: *L'Enfant Noir*

This was the most popular text and generally, candidates who chose this extract performed well. The majority of the candidates earned scores ranging from satisfactory to excellent.

For Part (a), most candidates were able to identify circumcision as the main cultural event in the extract and provide a description which focused on salient elements of this event.

Performance on Part (b) was generally satisfactory. However, some candidates tended to summarize the overall experience at school instead of responding within the framework of the passage.

For Part (c) a few candidates misunderstood the question and instead of referring to the narrator's experience at school commented generally on the experiences of the narrator and his school friends during the initiation ceremony.

Part (d) was generally well done. Some responses were only partially correct, especially those from weaker candidates who struggled to fully express the psychological state of the narrator. They could have referred to his fear or his curiosity, among other things.

#### Question 2: *L'Odeur du Café*

This question, although it was the least popular choice, was generally well done with most of those attempting the question receiving a grade between satisfactory and excellent.

Part (a) was well handled, with reference to the closeness of the women, and their sharing.

Most candidates were able to describe the atmosphere and provide useful examples in Part (b). Part (c) was also manageable for most candidates. Da's kindness and her relationship with the narrator were readily identified and illustrated.

Part (d) was the most challenging part of the question. A few candidates, while recognizing that the narrator was observant, in commenting on his *faculté d'observation*, did not provide sufficient information to substantiate their point.

#### Question 3: *L'Etranger*

This was the second most popular text. An analysis of the performance of candidates reveals that many of those who responded to this question scored marks ranging from satisfactory to excellent.

Candidates performed fairly well on Part (a), referring to Meursault's apparent lack of interest in his own trial and the impression he had that he was being ignored.

Many candidates were unable to score full marks on Part (b). This part focused on the techniques used by the attorney and many candidates were unable to present the two techniques which were being sought in response to the question: *La répétition du verbe 'ferai: j'en ferai la preuve, messieurs et je la ferai doublement, and L'emploi des termes frappants 'aveuglante clarté – éclairage sombre'.*

For Part (c), consideration was given to responses which supported or opposed the opinion expressed in the quotation given.

Whereas some responses were satisfactory, in other cases very vague and generalized responses were given.

#### Question 4: *Une si longue lettre*

Over half of the candidates who attempted this extract earned marks ranging from satisfactory to excellent.

For Part (a) most candidates were able to explain tante Nabou's behaviour towards Mawdo, however, some were unable to recognize the fact that she was not Mawdo's choice. Marks were awarded for discussing Nabou's attitude towards Mawdo: *Elle aimait et aime encore Mawdo.*

Parts (b) and (c) reflected a fair degree of comprehension of tante Nabou's character as well as an understanding of the traditional cultural elements in the extract (*les contes, les chansons, la soumission*).

Part (d) posed the greatest challenge because candidates were expected to infer what the personality of the narrator was, based on a specified paragraph in the text. Many were unable to indicate that she was a thinker and an intellectual, although some managed to paraphrase that idea and were therefore rewarded.

### **Recommendations**

- Candidates should read the extract carefully and pay close attention to the types of questions asked.
- Candidates should be encouraged to be thorough in their responses, bearing in mind the marks allocated for the questions.
- Continued focus must be placed on characterization, plot, themes and narrative techniques.
- Candidates should avoid merely lifting citations from the text when explanations are requested.
- Grammar needs to be reviewed constantly with the aim of improving the quality and range of the language used in the responses to the extracts.

### **Section B –Themes**

Candidates were required to write one essay, of 350–400 words in English, from the thematic areas — La Jeunesse (*L'Enfant Noir* and *L'Odeur du Café*), and L'Individu et La Société (*L'Etranger* and *Une si longue lettre*). Four questions were given, two on each theme. Many candidates displayed a sound knowledge of the texts.

The majority of the candidates, approximately 60 per cent, responded to Question 7. About 25 per cent chose Question 6. The other two questions were divided almost equally among candidates with eight per cent opting for Question 5 and seven per cent for Question 8.

The preferred text for the majority of those who responded to questions based on La Jeunesse was *L'Enfant Noir*. The majority of the candidates opted to choose a question based on the theme L'Individu et La Société and their preferred choice was *L'Etranger*, which was the most popular text overall. The least popular was *L'Odeur du Café*.

### **Performance of Candidates**

For the questions in Section B, the majority of the candidates were able to obtain scores which ranged from good to excellent.

#### Question 5

*“In this text, life is presented from the perspective of a child.” Discuss this statement with reference to the text that you have studied.*

Very few candidates attempted this question. Most of those who did, however, chose *L'Odeur du Café* and obtained very good scores because they provided sound responses. Some candidates used the plot to identify the perspective of a child, others, especially the stronger ones, were able to use the structure, language and style to illustrate their points.

Candidates who opted to base their answer on *L'Enfant Noir* performed satisfactorily, but the majority of them failed to recognize that the narrative voice was complicated because there was often the intrusion of the adult narrator through comments, memories and reflections.

#### Question 6

*“At the heart of the novel is childhood with its lessons, joys and pain.” Comment on this statement with reference to the text that you have studied.*

Of those candidates who opted to answer this question, most performed fairly well. Candidates were able to better structure their responses as they dealt with the lessons, joys and pain which they needed to highlight.

The text *L'Odeur du Café* also lent itself well to this question and produced good responses. Nevertheless, there were a few candidates who neglected to mention the presence of the narrator's grandmother, Da. This was a marked oversight in light of the critical role she played in the narrator's life and the numerous lessons she taught him.

#### Question 7

*“The protagonist is at odds with society.” Discuss this view with reference to the text that you have studied.*

Generally, candidates performed very well on this question. Most of them were able to score between 20 and 28 marks, which suggested a sound knowledge of the text and a commendable attempt to apply this knowledge to the set text.

Question 7 was by far the most popular question and *L'Etranger* was the preferred text for the majority of candidates. The better candidates were able to show ways in which the actions of the protagonist differed from what was considered the norm and drew parallels with the trial and judgement.

Those candidates who based their answers on *Une si longue lettre* also performed satisfactorily. Some saw Ramatoulaye mainly as a traditionalist, but a number of candidates, albeit not many, were also able to discuss some of the contradictions in her conduct: her refusal to marry Tamsir or Daouda Dieng, for instance, and her adoption of certain aspects of western life and modern views. The term *at odds with society* was misconstrued by one candidate who argued that the protagonist succeeded in life 'despite all odds'.

### Question 8

*"In the final analysis, this is an optimistic narrative." To what extent do you agree with this assessment of the text that you have studied?*

This question was not a popular choice among candidates. Most candidates responded using *Une si longue lettre* and they tried to show how characters were able to overcome their difficulties, sufferings and challenges mainly through friendship and education. Those who chose *L'Etranger* believed that this was not an optimistic work as Meursault lived indifferently and his conduct was anti-social and amoral.

### **Further Comments/Recommendations**

- Candidates would benefit from more discussion on the author's techniques, style and tone when dealing with the set texts.
- Candidates must be encouraged to practise planning essays in order to avoid rambling. Attention should be paid to the organization of essays so that ideas are communicated in a coherent and clear manner.
- Candidates should be encouraged to adhere to the word limit as penalties are imposed if it is exceeded. Generally nothing is read after the cut-off point, therefore candidates may end up with lower than expected grades on a particular question.
- Candidates are reminded that a French text, **not** the English version, should be taken into the examination.
- Candidates should note that they are rewarded for using valid citations in French to support points. They should be given much more guidance and practice in the selection and use of quotations to illustrate the points made.
- Candidates need to read instructions and questions carefully before answering the question set. It would also be useful if while writing the essay, they reread the topic at intervals to avoid any digression.

## **UNIT 2**

### **Paper 01 – Listening Comprehension**

As with Unit 1, Section A of the examination required candidates to respond to a series of questions based on five short selections. The selection for Section B was an extended interview. All the selections were in French, with candidates expected to answer in English, and covered topics from the three modules of Unit 2. As with Unit 1, candidates were expected to be familiar with the topics. Performance was at the higher end of the spectrum for the most part.

There were very few instances of questions left unanswered. In fact, candidates generally interpreted the questions accurately, and so many of them had satisfactory to excellent grades.

## **Section A – Short Selections**

### Selection 1

The topic was music/the role and influence of the media (Module 1). Almost all the parts in this question were well answered, with performances in the satisfactory to excellent bands.

In Part (a), many candidates understood that groups were now using YouTube and Facebook, although the section [*ils*] *se passent des compagnies de musique* was less clear to them.

In Part (b) (i), there were a few instances where candidates were unable to write the correct name of the group, and a few others had incomplete references to the group as ‘995’ instead of *1995*. A few used the name given in Part (e), ‘La Fouine’, as the answer. Almost all candidates answered Part (b) (ii) correctly, knowing where the group is based.

Although the vast majority of candidates identified rap music as the answer for Part (c), a number of them identified other types of music such as ‘rock’, ‘house’ and ‘disco’, no doubt because of the reference to *maison de disques*.

Most candidates were able to respond correctly to Part (d) on how the group became popular within a short time, although the majority did not understand *sort des morceaux*, and others referred to *réseaux sociaux* as ‘social resources’.

In Part (e), most candidates earned full marks.

Many candidates had difficulty with the vocabulary, (*la puissance, numérique*) of Part (f), but most showed understanding of the link between selling records and using the Internet.

### Selection 2

The topic was cultural diversity (Module 1). This question was very well done. The vast majority of candidates followed the rubric and ticked six statements that they felt were true. A few ticked only four or five, while a few others ticked more than six. Candidates should note that there are severe penalties for ticking more than the number specified.

Quite a few candidates chose (a), an incorrect response, thereby indicating that the meaning of the word *biennale* was unknown to them. A number of candidates also chose (j), another incorrect answer. On the other hand, the correct answers (d) and (g) were often omitted.

### Selection 3

This selection dealt with tourism (Module 3). As with the two previous selections, it was clear that candidates were familiar with the vocabulary used, making it possible for them to do extremely well once more. The performance for this question ranged from satisfactory to excellent.

In Part (a), though many candidates understood the nationality of the persons involved, *Canadians from Quebec*, several of them failed to identify them as a couple, making reference to a family or couples.



In Part (b), most candidates answered *five years*, but a few were confused about numbers, and wrote ‘fifteen’, or even ‘fifty’.

For Part (c), the answer required was that Martinique had won an award as *the best Caribbean destination for 2010*, but some candidates described it as ‘the most romantic’ instead. In addition, some candidates encountered a challenge in identifying the year, and gave responses such as 2004, 2006, 2009 and 2012.

For Part (d), candidates had a large number of Martinique’s attractions from which to choose, and did very well, even citing more than the three required. An example of a full response was *Three attractions are its kind-hearted and warm people, the many magnificent beaches, and delicious Creole cuisine*.

#### Selection 4

This selection dealt with agriculture (Module 3). Candidates did not perform as well as they did in the previous selections. Performance on this question spanned all six bands, with one candidate producing no responses for any of the parts.

It was clear that the word *régimes* (bunches, in this context) was not known by many candidates, and so Part (a) was not well done. In many instances, the word was reused as in ‘four regimes of bananas’ but several candidates simply guessed and referred to it as ‘traits’, ‘species’, ‘varieties’, ‘acres’ or ‘branches’, to name a few. Other candidates gave answers that had nothing to do with bananas, for example ‘Some people were waiting for him’.

Having failed to understand Part (a), many candidates did not do well at Part (b). An example of a full response was *Everyone knows that there is usually only one bunch*.

For Part (c), many candidates were able to explain what question was asked of the farmer.

In Part (d), what was the farmer’s response, candidates had difficulty understanding words such as *engrais* interpreted as ‘grains/seeds’, *fumier* interpreted as ‘smoke’ and *cendre* interpreted as ‘blood’. Some candidates understood the more specialized vocabulary but overlooked the negative expressions in *sans engrais ni aucun produit chimique*. They wrote instead that the farmer *used* fertilizers.

#### Selection 5

The topic was oil (Module 3). On the whole, this question was well done. Performance ranged from satisfactory to excellent.

In Part (a), some candidates were challenged by the numbers and interpreted 17 mille as ‘1700’, ‘17,000,000’ or even ‘17’. Some gave information about the company (*le premier raffineur/distributeur*) instead of the service stations. Others got the number of stations right, but left out the phrase *dans le monde*.

The answers to Parts (b) and (c) indicate that candidates did not know the geographical regions: Part (b) required *l’Europe de l’Ouest* and *en Afrique* to be put in English. The other regions for Part (c) were *le bassin méditerranéen* and *l’Asie du Sud-Est*. Several candidates did not include Asia, and simply wrote ‘the South-East’ and ‘South-West’. In some cases, the answers for Parts (b) and (c) were switched. Many candidates could not spell *Mediterranean*.

The answers to Part (d), on the positive images of the brand, were fairly straightforward, although some candidates wrote the opposite answer, for example, ‘They were not located in close proximity due to the equality of its services’.

## Section B – Extended interview

### Selection 6

This selection concerned information technology (Module 2). Many candidates performed well on this final section of the paper. Performance on this question spanned the weak to excellent bands, with the majority of candidates gaining marks above the median score.

Candidates had little difficulty understanding *initier les élèves à l’informatique et aux technologies de l’information et de la communication* for Part (a). A few others gave the second objective *améliorer et diversifier les activités d’apprentissage* to gain two marks as well.

Part (b), on learning activities made possible by Internet technology, had a number of possible answers. One candidate wrote *they can consult with experts, with virtual visits, dialogue or talking in real time*. Reference was also made in the passage to *le journal d’école*, at this point and at other points as well. Candidates had difficulty understanding, and interpreted it as ‘school journal/diary’, ‘school books’, ‘school work’, ‘timetable’, ‘schedule’, ‘school day’, and ‘school report’, to name a few.

Part (c), traditional activities which can be improved by the use of the Internet, was fairly straightforward, but some candidates did not understand *échange de lettres et de messages*, and so stated that ‘letters were changed into messages’.

Part (d) was worth four marks. Many candidates understood that there were more letters and messages being exchanged and at a faster pace. Many did not fully grasp the idea that the school newspaper was now available to all instead of just parents and students.

Most candidates gained full marks for Parts (e) and (f).

Part (g) was done well by most, but some candidates misunderstood and wrote, for example, that ‘the computer should be used moderately and for educational purposes.’

For Part (h), almost all candidates understood the idea that parents or teachers needed to supervise and guide children on the use of the Internet.

### **Difficulties**

Generally speaking, there was misinterpretation of words and expressions in all six selections. A few examples are:

<i>un couple</i>	-	Mr Moncoupe
<i>Québec</i>	-	Kabeck
<i>produit chimique</i>	-	poly/poli chemicals
<i>pour leur succès</i>	-	Paula success
<i>[un fermier de] Bailiff</i>	-	beef

In addition, candidates sometimes misspelt words or even invented some. A few examples are: ‘informationised’, ‘numerous’, ‘collerate’.

Mention must also be made of candidates' inability to express themselves in a clear and cogent manner, thereby making it difficult to decipher meaning. A few examples are:

- He discovered that his musical style has a unique numerous marketing talent. (Selection 1)
- Can you explain the nature planting bananas with chemicals? ( Selection 4)
- ... collaborated of students from class to class. (Selection 6)
- Well-known brand in solid capital image of having quality service and proximity and other brands like ELF and ELAN. (Selection 5)
- It have (sic) a lot of knowledge on the solid capital of damage, effort, quality and service and proximity. (Selection 5)
- School correspondence can read a large number of people very fast, journal is no longer the only destination for students, parents and everyone. (Selection 6)
- ... there was a banana regime going on. (Selection 4)

## Recommendations

In addition to the recommendations suggested for Unit 1, the following recommendations are being made.

- Candidates must constantly do quick reviews of numbers and countries.
- Candidates must ensure that their handwriting is legible and not too small
- Candidates must read more in both French and English so as to be more *au courant* with expressions as well as ideas pertinent to topics.

## Paper 02 – Reading and Writing

### Section A – Reading Comprehension

This section of the paper required candidates to respond to questions based on two passages in French. Passage 1 was based on Module 1 (*L'actualité*). Candidates were required to respond in English to questions asked in English. Candidates were also expected to find synonyms in the passage for five words and expressions in French as guided on the question paper. Passage 2 was based on Module 3 (*L'industrie, le commerce et l'économie*) and required candidates to respond in French to questions asked in French.

#### Passage 1 – Le terrorisme

For Part (a) it was easy for candidates to identify the answers *immoral and ineffective* within the first paragraph. As a result, many candidates were awarded full marks or at least one mark for this section of the question. Nevertheless, a few candidates' responses included the statement that 'violence can't be stopped or erased' or 'the author sees the effects'. There were also a few instances where the word *inefficace* was re-used as the answer without a translation into English or it was rendered as 'inefficient'. In other instances *inefficace* was translated as 'unfair', 'nonsensical' and 'unnecessary'.

An example of a correct response is *The author thinks violence is immoral and ineffective*.

Part (b) proved to be more challenging for many candidates, hence performance on this section of the question was varied. A few candidates scored full marks. Most of them did not include the fact that a large consensus needed to be established. Many candidates also incorrectly wrote that 'there are no lasting positive changes other than those that allow the peaceful possession of what one has gained', 'a calm possession is obtained by force', or that 'things taken by force are also sometimes not found

by the owner'. This sentence was located just before the correct answer and seemed to have misled candidates who thought that the first mention about possession had to have been the answer.

The most popular point awarded was the one indicating that there is no peaceful possession of what has been obtained by force.

A response that attained full marks follows

*With reference to things obtained by force, the passage states that there isn't anything such as any 'peaceful takeover' which is gained through forceful means, so long as a large consensus isn't agreed upon/established, concerning the legitimacy of the takeover.*

For Part (c), although there appeared to be some confusion on a few candidates' part as to whether the power lies with the individual or alliances, candidates generally handled this section of the question well. Some candidates were able to state that wars and bloody revolutions can be avoided through alliances. However, others actually stated that alliances are responsible for causing wars. A correct response would have been:

*The passage reveals that wars and revolutions can be avoided because it is the alliances that have the power and not individuals. It further states that the paths which assure the cohesion of an alliance can be destroyed by the arms of persuasion to the profit of an alliance rival. In other words, existing alliances can be broken to the benefit of rival alliances.*

For Part (d), most candidates were able to score full marks by highlighting the author's feelings on the nature of violence. Some candidates, however, were not successful in rendering the expression *une solution de facilité* and interpreted it as 'facility' instead of 'an easy solution'. Similarly, *dommages* was translated as 'pities' by a few candidates. Another candidate stated that 'it modifies effects without causing much change to take place'.

An example of a response that attained full marks is presented below

*The writer feels that violence is an easy solution, a solution without patience or intelligence that merely modifies the effects without actually changing the problem.*

The performance of candidates on Part (e) was generally satisfactory. Candidates were able to accurately state all the information required. Most candidates who scored two marks out of a possible three indicated that the effects of violence *cannot be permanent* and the damage caused by violence was slow to be repaired. Candidates who included the idea of beneficial or positive effects of violence, in addition to the points listed above, were able to attain full marks since they indicated that there were both positive and negative effects of violence. It must be noted that some candidates wrote the opposite and stated that the effects of violence were permanent and could not be repaired. A good response by a candidate is presented below.

*The writer indicates that if one exerts violence in order to cure the effects instead of the cause of the problem, then the benefits gained will be short lived and not permanent. The writer believes the effects of violence is [sic] widespread damage that will require a long time to recover from (slow in the repairing of damages caused).*

For Part (f), candidates were required to give reasons why the writer considers the *war* on terrorism *triplely deceptive*. This section of the question was fairly well handled. Many candidates were able to provide three plausible reasons as indicated in the passage to show why this was the case. While some candidates provided very long-winded answers (which eventually got to the point), others were quite

succinct and written without ambiguity. The word *racine* was misinterpreted as ‘race’/ ‘racial’ in a few instances. One candidate demonstrated a total lack of comprehension of the word and indicated that *la racine du mal* meant that the ‘racine was sick’. *Les mauvaises armes* was translated as ‘bad armies’. At least two candidates also felt that ‘one cannot adequately identify their camp or base’. Very often *terrorisme* was interpreted as ‘terrorists/those guilty of terrorism’.

An acceptable response would have been:

*He says it is ‘triplely deceptive’ because it does not adequately identify what terrorism is, it does not get to the root of the problem and uses bad weapons to win and lastly the eradication of terrorism is manipulated by those who want to see a war.*

Part (g) required more analysis on the part of candidates than some of the other sections of the question. Unfortunately, the phrasing of this section of the question caused some misinterpretation by a few candidates. It must be noted that the majority of candidates who received full marks were able to put their responses in their own words. For example:

*The author warns that we will see more blood and tears than exists [sic] now if we do not conduct an intelligent and honest diagnostic of this phenomenon. It will actually be worse than we can imagine.*

#### Passage 2 – *Le Brésil sécurise ses plates-formes offshore*

The overall response to Part (a) was average. Many candidates had difficulty producing straightforward paraphrases of the answer required and produced unclear explanations. A few candidates copied directly from the passage which indicated that they were clear with regard to where the correct response could be found, but demonstrated general weakness in paraphrasing. Those candidates who attempted clear paraphrases should be commended as most of them did so accurately, producing full responses to the question.

*« Le Brésil suit de très près la catastrophe écologique dans le golfe du Mexique parce qu’il savait que c’est un des pays les plus susceptibles à un tel accident vu qu’il a commencé l’exploration et l’exploitation du pétrole et du gaz dans les eaux tellement profondes de l’Atlantique ».*

For Part (b), the performance of candidates was satisfactory. Most candidates scored two or three points for this section of the question. Most of the responses of those scoring two marks reflected the fact that the bosses did not wish to comment as they did not know the causes of the disaster. The candidates who scored three marks had mentioned at least one of the other points which included the bosses reacting in a discreet manner, and the fact that they had not hesitated to respond to the situation. One of the better responses to this section was:

*« Ils ne voulaient pas commenter ce qui s’est passé parce qu’ils ne savaient pas les causes exactes mais ils n’ont pas hésité à agir discrètement. »*

Candidate performance on Part (c) was also satisfactory. Most candidates also scored either two or three marks. The majority of them included the points that information was required on the quality of their equipment and security measures. However, they did not mention *les eaux profondes*. One of the better responses in this section was:

*Les dirigeants voulaient savoir la qualité des équipements des opérateurs et si ce qu'ils ont \*mise en place pour la sécurité de ses opérations était adéquate, particulièrement en très haute mer.*

Most candidates performed relatively well on Part (d). However, most were unable to secure full marks because they failed to mention that the offshore sites were far away. Many candidates understood that the rescue teams had the capacity to intervene, but in some cases, candidates mistakenly interpreted *étaient à meme d'intervenir* as 'the teams had already intervened' or 'the teams had implemented policies and laws about security'. While most candidates understood that the intervention was possible within a period of 24 hours or 8 hours, many failed to convey this in their own words and were penalized as a result. An example of a response that gained full marks follows:

*« Selon les dirigeants de Petrobras \*leur équipes de secours interviendraient dans vingt-quatre heures \*le plus pour installer les équipements \*en Brésil et aussi en ce qui concerne les champs offshore les plus éloignés, ces équipes de secours interviendraient \*d'un maximum de huit heures. »*

Several candidates scored full marks on Part (e). Most candidates readily identified the two explosions but did not include the other three incidents. Special attention needed to be paid to the wording of the question which asked candidates to describe **all** the difficulties that Brazil encountered. One candidate's response which gained full marks follows.

*« Le Brésil a subi \*nombreuses difficultés\* incluent \*les \*mortes de 42 personnes due à une explosion qui a incendié la plate-forme Enchova Central en 1984. \*Aussi, en 1988, la même plate-forme a été détruite par une autre explosion, en notant qu'il n'y avait pas \*aucunes victimes. \*En addition, en 2009, un système de vis s'est rompu du fait de la haute pression sous-marine qui \*ont situé sur Tipi dans le bassin de Santos. Finalement, il y avait deux autres incidents récemment sur d'autres plates-formes.*

Candidates' responses to Part (f) were average. A few candidates received no marks and some did not attempt the question at all. The majority of the candidates correctly wrote three out of the four/five points identified in the passage. While the first four points were easily attained, many candidates failed to include an indication of the lack of preparedness for all eventualities.

Those candidates who performed poorly on this section of the question would have included irrelevant information or given their own opinion without reference to the passage, or placed much emphasis on the replacement of materials and the discovery of salt. A good response follows

*« La découverte la plus récente des gisements en eaux très profondes présente beaucoup d'incertitudes et on peut prédire qu'elle va provoquer plus de difficultés \* de catastrophes parce qu'ils ne sont pas bien préparés pour cette exploration... »*

Some candidates are to be commended for attempting to put the phrases in the passage into their own words. (*les experts ont prévu que..., avec de nombreux incertitudes, ces frontières auraient des surprises pour l'exploration*).

*\*An asterisk indicates an incorrect form, spelling or structure.*

## Recommendations

- Candidates are advised to read questions carefully and identify the specific information required before attempting to respond.
- They are also advised to read beyond where they think that the answer is located to ensure that they have selected the most relevant information as their response.
- Candidates are reminded that answers in the Reading Comprehension follow chronologically.
- Candidates are again asked to skip lines between sections of the question to allow for ease of marking.
- Candidates need to pay particular attention to vocabulary development, as this seemed to be a weakness of many candidates in this examination. They must read more extensively on all the relevant topics of the three modules and note the new vocabulary. Special efforts must be made to reuse the new vocabulary in exercises such as paragraph/essay writing, oral presentations, listening comprehension.
- Recommendations made for Unit 1 would also apply to Unit 2.

## Section B – Essays

In this section candidates were required to write an essay in French of 250–300 words based on one of five topics from Module 2 (*La science et la technologie*). In order to receive the maximum mark of 24, candidates were expected to demonstrate the ability to present their ideas and arguments coherently and cohesively, in grammatically correct language. Some candidates were able to properly structure their essays with an introduction, three well-developed and illustrated points and a conclusion, and scored high marks for content. Many others failed to adequately develop their points, simply providing what appeared to be a grocery list of ideas (random at times). Those who were able to demonstrate an excellent grasp of grammar and idiomatic usage received high marks for their expression. However, candidates remain severely deficient in this area.

### Question 3

« *L'influence de l'Internet dans la vie sociale.* » *Discutez.*

This was, by far, the most popular question among candidates who seemed knowledgeable on the topic of the Internet. Generally speaking, this topic was very well handled by many candidates. However, many candidates failed to show understanding of different aspects of social life beyond entertainment. Additionally, candidates who wrote this essay were able to highlight advantages and disadvantages of using the Internet but failed to adequately show how these affected social life, for example, interpersonal relationships. Most noted the positive impact that the Internet has in maintaining communication with family and friends living abroad. Negative impacts of the Internet on social life included *cyber-bullying, destruction of the art of conversation, problems with socialization, vulnerability to crime (such as identity theft), and sexual predation*. Positive impacts of the Internet on social life included *meeting one's life partner, making friends via match.com and Facebook, for entertainment purposes (for example, games, movies, and music), and connecting with friends*.

### Question 4

« *Il préfère satisfaire les désirs de son client au lieu de respecter les principes médicaux.* » *Commentez cet avis du médecin moderne.*

This was perhaps the least popular question. The performance of candidates was satisfactory. In order to present balanced arguments, candidates needed to explore in more detail the need for doctors to

respect medical ethics. Candidates made a fair attempt at identifying controversial medical practices such as euthanasia, abortion, cloning and genetic engineering but failed to effectively develop the points. Others mentioned plastic surgery and the desire by some to look like movie stars. The quality of candidates' responses was further compromised by poor expression, showing inadequate mastery of essential grammatical structures and vocabulary. Candidates are being encouraged to pay close attention to the above-mentioned weaknesses.

### Question 5

« *Le rôle des médias sociaux dans la vie politique d'un pays.* » *Discutez.*

This was again not a very popular question among candidates and the overall performance was barely satisfactory. While some candidates were able to show how the social media were used effectively to disseminate information in a way that would reach a wider cross section of young people in particular, others focused on the media in general, omitting the word "social". This limited their arguments to just one aspect of what was required of the question. Other candidates provided much irrelevant information by focusing on what politicians should or should not do.

### Question 6

« *La technologie, composante essentielle du progrès économique.* » *Discutez.*

This was the second most popular question chosen by candidates and was the best answered. Candidates seemed knowledgeable on how technology is used in business (for example, e-commerce, manufacturing, agriculture and trade, and on how technology improves production.) It was found, however, that many candidates failed to link technology to economic progress. Good points noted and developed included *the Internet being used in advertising and the creation of advertisements which lead to increased sales; the Internet being used as a means to expand one's business via e-commerce; videoconferencing facilitates communication between businessmen around the world to develop ideas and improve business processes; technology is used to fight pollution and recycle used material to produce more goods, which stimulates sustainable development, creating growth in the economy; technology used in education to improve quality of education which helps to develop human capital which drives the economy.*

### Question 7

*Discutez les avantages et les inconvénients de la médecine traditionnelle.*

Very few candidates chose this question. Candidates had little knowledge about the content of this question which was reflected in the quality of their response. The concept *traditional medicine* was neither clearly defined nor understood by candidates. As a result, candidates were only able to write about various herbs and their uses without being able to address the pros and cons of traditional medicine as a whole. Candidates also needed to bear in mind that *traditional medicine* incorporates plant, animal, and mineral-based medicines, etc. that are used to treat, diagnose and prevent illnesses or maintain well-being. In some instances, candidates were able to successfully argue that traditional medicine is cheaper than modern medicine. However, they could have produced other arguments such as a reduced risk of side effects, and widespread capability when compared to other forms of medicine. Candidates failed to produce any substantial disadvantages of traditional medicine and engaged in irrelevant discussions of ethical issues, such as cloning. Moreover, candidates focused more on the contributions of modern medicine than on the advantages and disadvantages of traditional medicine.



## Further Comments

Common errors noted in the essays included:

- The use of *parce que* instead of *à cause de*
- The use of *actuellement* to mean *actually*
- The use of *avoir* instead of *devoir*
- The use of *cette* instead of *ceci*
- Omission of accents
- Lack of adjectival agreement: *\*une influence positif*
- Lack of subject–verb agreement : *\*les sites qui peut, \*les jeunes peut devenir, \*les médias sociaux aeffecté*
- Improper use of *avoir besoin de* – *\*les gens besoin...*)
- Frequent use of *permettre pour* instead of *à*
- Wrong articles: *\*l'interventions, \*l'enfants*
- Lack of contractions: *\*à le, à les*
- Misuse of *mal* and *mauvais*
- Anglicisms/Franglais: *\*specifiquement, \*plus de personnes sont unemploi, \* uneducatif*
- Improper position/use of pronouns: *\*...cherche un travail y, \*nous ne pouvons pas arrêter eux*

Examples of good expressions, vocabulary, structures are presented below.

- *Pour qu'ils puissent exiger/bien qu'on puisse dire/avant qu'il ne soit trop tard*
- *Cette percée technologique a réussi à bouleverser la vie quotidienne.*
- *Néanmoins, il est nécessaire qu'on examine minutieusement ses effets dans la société*
- *Nous sommes devenus une société qui existe toujours au niveau primaire de la hiérarchie qui n'a qu'à voir avec des besoins physiologiques*
- *Il s'agit d'abord de...*
- *On peut communiquer avec n'importe quelle personne de tous les coins du monde*
- *L'internet reste une rose avec ses épines*
- *C'est une lame à double tranchant*
- *Pour tirer l'affaire au clair*
- *La technologie est devenue un véhicule \*de catalyser le progrès économique*
- *En fin de compte*
- *On ne peut pas nier*
- *Il est possible qu'un internaute puisse faire \*le cyber-intimidation*

## Recommendations

- It is recommended that candidates engage in more purposeful study and research of topics so that they can produce quality responses.
- Candidates studying French need to pay attention to the vocabulary and structures used in their essays.
- Teachers should provide more material to students, initially for discussion and eventually for students to put their ideas in writing.

By the same token, candidates need to read extensively in order to improve their vocabulary and knowledge base in general, and also to assimilate the structures in the target language.

*\*An asterisk indicates an incorrect form, spelling or structure.*

- Candidates should closely examine past paper questions, formulating their own questions and responses in order to develop their writing skills. This will also help them to develop their analytical skills and be able to use relevant information to address the questions posed.
- Teachers should encourage students to do error recognition exercises in order to make them more aware of correct grammar and vocabulary.
- More writing practice (in particular under examination conditions) is highly recommended.
- Basic grammatical structures taught at the CSEC level should be reinforced among the weaker candidates. This should also be extended to the use of the subjunctive, impersonal expressions, the passive voice, and the use of the gerund.
- While many candidates demonstrated knowledge of the appropriate vocabulary, it is recommended that a vocabulary base be prepared for specific topics. Additionally, teachers should have more discussion on specific themes so that students become more comfortable writing on certain topics.

### Paper 03 – Literary Analysis and Themes

#### Section A – Literary Analysis

Candidates were required to answer one of four questions based on a literary extract taken from the prescribed texts studied: *La Rue Cases-Nègres*, *Maria Chapdelaine*, *Gouverneurs de la rosée* and *La tragédie du Roi Christophe*. Candidates were required to comment on plot, setting, characterization, and simple literary techniques. Overall, candidate performance was good.

The most popular choice among the candidates was Question 1. This question, which focused on the text *La Rue Cases-Nègres*, was chosen by approximately 52 per cent of the candidates, that is nine per cent more than the previous year. This was followed by *Gouverneurs de la rosée*, which was chosen by about 33 per cent of the candidates. Approximately six per cent of the candidates chose *Maria Chapdelaine* while about nine per cent based their answers on *la Tragédie du Roi Christophe*.

#### Question 1: *La Rue Cases-Nègres*

The majority of the candidates who opted for this text showed very good knowledge of the text. About 84 per cent of them were able to score between satisfactory and excellent for this question.

For Part (a), candidates were expected to indicate what they had learnt about the personality of the narrator. Most were able to receive credit for underscoring the narrator's love for his grandmother, his love for/sensitivity to nature, and his sociable personality.

In Part (b), some candidates had difficulty responding. Some simply reproduced words from the extract as their response; others reproduced quotes without giving any justification for them. There were yet others, however, who had clearly understood, and they were able to indicate that *the workers were waiting for their wages, that the scene displayed the stratification of society, and that it was a poor and depressing society*.

Part (c) was poorly done by a number of candidates who encountered problems in commenting on the use of dialogue. The stronger candidates were able to refer to the use of Creole, and its role in making the scene authentic.

For Part (d), candidates were asked to identify two of the main themes of the novel which were reflected in the extract and to justify their response. A number of candidates struggled to express themes coherently and in a relevant manner. The following themes were accepted: *childhood, family*

*relationships, rural life, friendship and nature*. Some candidates did not always provide justification for their answer.

Question 2: *Maria Chapdelaine*

This question was chosen by six per cent of the candidates. Of those who responded to this question about 82 per cent scored between satisfactory and excellent, an improvement over the previous year.

For Parts (a)–(d), most candidates were able to provide appropriate answers to all sections of this question. They recognized the depressing atmosphere, addressed the warm family relationships, inferred that the family was poor and could also identify themes such as family life, nature, and the difficult nature of life for the pioneers. Weaknesses surfaced in instances where candidates failed to provide adequate or coherent explanation for the points made.

Question 3: *Gouverneurs de la rosée*

Approximately 33 per cent of the candidates opted to respond to this question. About 87 per cent of them achieved scores ranging between satisfactory and excellent.

Parts (a) and (b) were generally well done.

Part (c) elicited a number of interesting responses. Unfortunately, many candidates were unable to discuss their ideas coherently and resorted to quotes only. Acceptable answers would have underscored the positive portrayal of the sun and provided supporting evidence.

Part (d) asked candidates to discuss briefly the idea that some of the important themes were reflected in the extract. The more conservative were able to identify themes and comment on them. However, the phrasing of the question could have led some candidates to disagree with the statement.

Question 4: *La Tragédie du Roi Christophe*

Only nine per cent of the candidates chose this question. Although it was not a very popular choice, it was handled satisfactorily by the majority of candidates. Of those who chose it, 78 per cent scored marks ranging from satisfactory to excellent.

For Part (a), the interventions of Christophe were of interest here. Most candidates were able to both assess and highlight different aspects of his character.

As for Part (b), a few candidates had challenges in identifying different positive attributes of a leader. The stronger candidates, however, were able to recognize a leader's ability to identify a problem and offer a solution.

Parts (c) and (d) were fairly well done.

**Further Comments**

- Candidates should be encouraged to take time to read through the entire paper before deciding on an extract or essay.
- Candidates should use the time allotted carefully in order to respond to the extracts fully.
- Candidates should practise answering extracts.

- Candidates must be aware of the themes of the novel as part of their study. Also, it must be borne in mind that Part (d) of the extracts normally requires familiarity with the major themes in the texts studied.
- Candidates should pay attention to the length of their answers. The marks allotted should serve as a guide.
- Attention must be paid to literary techniques such as symbolism, imagery, metaphors and tone.

## Section B – Themes

Candidates were required to write one essay, of 350–400 words, in English, from one of two thematic areas: ‘La Vie Rurale’ (*La Rue Cases-Nègres* and *Maria Chapdelaine*;) or ‘Les Conflits Politiques et Sociaux’ (*Gouverneurs de la rosée* and *la Tragédie du Roi Christophe*.)

The examiners were looking for a comprehensive understanding of the texts and their themes, application of knowledge and good organization of essays. Candidates were rewarded based on the extent to which their work reflected these areas.

Candidates’ performance on this section of the examination was generally very good. This year the majority of the candidates, about 56 per cent, answered a question based on the theme *La Vie Rurale*. The most popular choice among the candidates was Question 5, chosen by approximately 41 per cent of them. Approximately 15 per cent of the candidates chose Question 6. Of the 44 per cent who focused on the theme ‘Les Conflits Politiques et Sociaux’, about 37 per cent wrote an essay on Question 8, while about seven per cent responded to Question 7.

### Question 5

*Discuss the theme of love with reference to the text that you have studied.*

The performance of those who chose this question was commendable, with about 96 per cent of candidates scoring between satisfactory and very good. The majority of those opting for this question chose *La Rue Cases-Nègres*. Generally, candidates were quite familiar with the text and discussed maternal love, including M’man Tine’s and/or M’man Delia’s, as well as fraternal love. There were many examples provided to support answers and appropriate quotes were used. A few of the weaker candidates wrote general essays and provided no solid examples. For the text *Maria Chapdelaine*, stronger candidates gave very good answers, applying the theme quite appropriately and correctly. They identified the different types of love: love of family, romantic love and love of country. A few candidates, however, examined only the aspect of romantic love.

### Question 6

*“The idea that youth, happiness and a carefree life are synonymous is highly questionable.” Discuss this view with reference to the text that you have studied.*

The majority of the candidates responded very well to this question, with 93 per cent being able to score marks ranging from satisfactory to very good. Both texts were well-suited to the question but once again most based their responses on the work *La Rue Cases-Nègres*. Those candidates who were able to recognize the fact that the statement was not entirely true and that there were challenges associated with youth did well. Weaker candidates failed to analyze and synthesize ideas and focused instead on retelling the story.

### Question 7

*“The portrayal of relationships is quite pessimistic.” Discuss this statement with reference to the text that you have studied.*

Only a few candidates attempted this question. Approximately 69 per cent of the candidates who responded to this question obtained marks ranging from satisfactory to very good. Candidates handled the question better when they responded using the text *La Tragedie du Roi Christophe*. Those candidates who tried to argue that the portrayal of relationships in *Gouverneurs de la rosée* was quite pessimistic were unable to express their views coherently.

### Question 8

*Discuss the theme of determination with reference to the text that you have studied.*

This question was selected by 37 per cent of the candidates. In general, performance was very good, as 85 per cent of those opting to respond to the question earned marks ranging from satisfactory to excellent. The very good essays with responses based on *Gouverneurs de la rosée* revealed in-depth knowledge and very good analysis. However, some candidates included irrelevant quotes from philosophers rather than sticking to details from the text. In addition, a few responses to the question were too generalized.

Some candidates who chose *La Tragedie du Roi Christophe* performed creditably, but there was too much storytelling. More analysis was needed.

### **Recommendations**

- Candidates must be encouraged to read the texts more closely.
- More practice in essay writing is essential so that candidates become familiar with developing an essay plan, pay attention to the word limit and learn to organize an essay so that there is a smooth flow of ideas and information. Candidates should be introduced to different types of plans: thematic, linear, or the three part format — thesis–antithesis–synthesis.
- Candidates should read questions before choosing which question to respond to and should make sure that they understand what is required before they start to write.
- Regurgitation of class notes should be avoided when writing essays.

## **UNIT 1 and UNIT 2**

### **Paper 04 – School-Based Assessment**

The overall performance of Unit 1 students in the School-Based Assessment this year was most commendable. There were very few whose work was less than satisfactory globally. Some Unit 2 students did very well, while others found the examination challenging. Performance could have been improved generally with closer attention paid to grammar, pronunciation and fluency in all areas of the examination. Nevertheless, there are numerous students who should be commended for the effort they made to prepare thoroughly for this examination. The teachers are also to be commended for their work in preparing the students and administering the examination.

### **Prepared Topic**

The topics chosen for presentation were drawn from Modules 1, 2 and 3, and most were interesting. Unit 1 students focused on current affairs in metropolitan France, Martinique, Guadeloupe, African

countries and, to a great extent, Haiti. Several also explored their topics in relation to their own country. Many Unit 2 students chose France and Haiti. Many students had clearly done in-depth research, and those who displayed excellent coverage and organization of the information gathered, and had presented their findings in a logical, coherent and spontaneous manner, were well rewarded. The more confident students spoke quite clearly and enthusiastically. Some Unit 2 presentations suffered as a result of distorted pronunciation, while others were presented in a disjointed manner.

Although the time limit for the presentation was generally respected, there were some which were too short, not well organized or ended rather abruptly. There were also several cases of students exceeding the stipulated time.

Some of the Unit 1 topics presented were

- La condition féminine au Burkina Faso
- La violence contre les femmes en France
- La déforestation au Gabon
- La pauvreté en Haïti/en France
- Les enfants des rues en Haïti
- Les médias et les jeunes
- Les droits des couples homosexuels
- Le travail des enfants au Congo

And for Unit 2

- Les réseaux sociaux en France
- Les effets de la musique en Jamaïque et en Haïti
- L'euthanasie devrait-elle être légalisée en France?
- Le système médical en Haïti
- La danse et les arts de la Martinique
- La diversité culturelle en Haïti

## **Topic Conversation**

### Comprehension

Generally, students understood the questions asked and gave prompt, appropriate answers. This indicated a high level of preparation, particularly among stronger students in both units who were able to provide solid, well-structured and informative responses. In Unit 1, however, the questions were sometimes too long or too complex, thereby affecting comprehension. Although a conversational nature was maintained in many exchanges, with a few students asking questions of their own, there were sometimes too many questions covering too many topics, making the conversation seem more like a quiz.

### Correctness of Expression/Range of Vocabulary

Students who were well prepared acquitted themselves well, using a wide range of vocabulary and expressions to provide full, informative answers. In both units, there were several challenges, even among students who exhibited excellent comprehension. Many errors of grammar surfaced, as students struggled with the conjugation of verbs, the position of adjectives, and tenses. There were too many basic errors, also. Vocabulary, or the lack thereof, was one obstacle that prevented some

students from getting a high score in this area. English, français and at times, Spanish, were used instead of French.

On the other hand, several students successfully used a fairly wide range of structures and vocabulary. The correct use of the subjunctive, of vocabulary related to their topic and well-known idiomatic expressions added to the richness of their responses.

### Pronunciation/Intonation/Fluency

It was a joy to hear the fluent, accurate speech of students who were at home with the French language. On the other hand, for both units, far more attention should be paid to pronunciation. There were too many errors in this area, some so severe that they distorted the students' answers at times. Interestingly enough, some students spoke quite fluently, even as they made those errors. Again, the well-prepared and more competent students had very good pronunciation, intonation and fluency. Any hesitation was often due to their pausing to reflect on, or search for, the correct answer. Students should be encouraged to develop their fluency through preparation and practice, since in a few cases, some answers were painfully slow and disjointed.

## **General Conversation**

### Comprehension

Some students responded promptly and appropriately to a variety of topics spanning the three modules. Others asked for questions to be repeated several times, and in some cases had to be prompted by teachers to develop their answers.

### Correctness of Expression/Range of Vocabulary

Performance here was similar to that of the Topic Conversation, with outstanding performance from a number of students, satisfactory responses from others, but also cases of limited vocabulary and inadequate grammar.

### Pronunciation/Intonation/Fluency

There was no significant difference between the Topic Conversation and the General. For Unit 2, though, there was more hesitation, from slight to severe, than for the Topic Conversation. In some cases, there were long pauses as students struggled to provide answers.

## **Common Difficulties**

### Pronunciation

- Anglicized pronunciation of vowels (*transformé*, *culture*) and of words ending in *-tion* (*migration*, *éducation*); anglicized pronunciation of words close to English, such as *gouvernement*, *personnes*
- Words ending in *-ure* (*rupture*, *mesure*) and *eur* (*ordinateur*)
- Omission of the liaison (*les États-Unis*)
- Making a liaison with *et*
- Pronouncing final consonants as in *dans*, *état*
- Words with a *tréma*, for example, *Jamaïque*, *Haïti*, *maïs*

## Grammar

- Confusion between *à cause de/parce que*
- Infinitives used as nouns: \* *le punir de; le travailler des enfants*
- Incorrect conjugation of verbs (\**je m'entendant*)
- Lack of subject–verb agreement: \**les hommes qui peut...*
- Incorrect use of definite articles: \**la manqué, \* la mariage, \* la droit, \*le langue*
- Incorrect position of adjectives : \**le traitement mauvais ; \*les soins médicaux vrais*
- Prepositions: \**sur la télé; \* grâce de*
- Spanish influence: *porqué; es* (for *est*)
- Incorrect expressions: \**dans mon point de vue; \*en règle généralement; beaucoup des*

## Good expressions/structures

- *il convient d'examiner*
- *les retombées économiques*
- *des conditions épouvantables*
- *à l'échelle mondiale*
- *après avoir terminé mes études*
- *le football génère pas mal d'angoisse*
- *c'est un problème croissant*
- *les personnes atteintes du sida/du VIH*

## **Recommendations**

- Students must practise beforehand to ensure that their presentations are not too long or too short.
- Students should practise the delivery of their presentation with a view to mastering the delivery and pronunciation.
- When preparing topics, students should have a gradual, natural conclusion, taking into account possible solutions to problems discussed in the presentation. Too many ended abruptly, detracting from the desired effect.
- More attention must be given to improving grammar.
- More time should be spent on preparing for the general conversation.
- Efforts should be made to ensure that students sit close to the recording device to ensure a better level of sound.
- Recordings should be done in a noise-free environment (as far as possible).

\*An asterisk indicates an incorrect form, spelling or structure.



**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**MAY/JUNE 2014**

**FRENCH**

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## GENERAL COMMENTS

This was the first year that the revised syllabus was used. Overall, candidate performance in both Units 1 and 2 was good, with Unit 1 candidates performing better than those who did Unit 2. In spite of reported problems procuring the literature texts, schools prepared students well for all the books; fewer questions were omitted than in the past, especially in Paper 01. Again, a number of candidates earned full marks for some papers. However, certain problems still exist. Some candidates seemed unprepared, had little grasp of essential grammar and did not have the right approach or strategies to handle the questions. Detailed comments highlighting the strengths and weaknesses of candidates are given below.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Listening Comprehension

Candidates were required to respond to questions in English based on five short selections (Section A) and an extended interview (Section B), in French. The topics covered Modules 1 and 3 in Section A, and Module 2 in Section B. Candidates were expected to have developed their listening skills through practice and exposure to vocabulary related to the modules. Performance ranged from poor to excellent, with the majority of candidates scoring within the good to very good range, and approximately less than 30 per cent receiving low grades.

#### Section A – Short selections

##### Selection 1

The topic of this selection was Family (Module 1).

Parts (a) (i) and (ii) were generally well answered and posed few problems except in cases where candidates mixed up nationality and country, writing ‘France’ as the nationality instead of ‘French’. In some cases, candidates identified the birthplace and nationality incorrectly. One candidate expressed the answers correctly as follows:

- (i) *Rougui Dia is of French nationality.*
- (ii) *Rougui has Senegalese roots/Rougui’s family is from Senegal.*

For Part (b), many candidates only gave a partial answer which distorted the meaning. For example, instead of writing that she replaced her mother in the kitchen, some candidates wrote that she ‘helped’ her mother in the kitchen. A complete answer which received full marks was: *She replaced her mother/took her mother’s place in the kitchen in order to prepare an African meal for her seven siblings.*

For Part (c), there were many candidates who misunderstood *m'ont félicitée*, stating that her brothers were happy, excited, surprised. However, some candidates gave the correct answer: *They congratulated her.*

An exemplary answer for Part (d) was: *She realized that cooking wasn't a tedious task.* Many candidates were able to express this idea even though they worded it differently. Some said the opposite, in fact, that cooking was hard or that it was not for her.

Part (e) was generally well done and a good answer recorded was: *She abandoned the idea of becoming a fashion designer to get into cooking.* Some candidates distorted this answer by stating that 'she abandoned cooking in order to become a fashion designer', and scored no marks.

Generally, Part (f) was well answered although many candidates only received a partial mark since they did not state her age. An exemplary answer was: *At 31 years, Rougui is one of the top female chefs in a well-known restaurant in Paris.* However, a few candidates thought she owned the restaurant. Some misunderstood *parisien*.

## Selection 2

The topic of this selection was Music (Module 1). Some candidates found it challenging.

For Part (a), most candidates were unfamiliar with the place mentioned in the passage. Only a few candidates gave the correct answer, *It is located in the Midi-Pyrenees.*

Some wrote that it was 'in the middle of Paris' or 'in the region of the pyramids'; and some confused perhaps by the reference to 'Sonny Rollins', wrote that Marciac was in 'New Orleans'.

In Part (b), many candidates were able to identify the size of the population of Marciac as being small, however, many struggled with the number of inhabitants and wrote 2 000, 100 000, or 1 600. A correct response provided by one candidate was: *It is a small village with a population of 1 200.*

Part (c) posed a bit of a challenge to candidates. Many stressed the importance of the jazz festival (Jazz in Marciac), indicating that the festival was one of the most important festivals, rather than stating that the place itself (Marciac) had become one of the most important venues because of the festival. An exemplary response was: *It became one of the most important rendez-vous in the world due to the event "Jazz in Marciac".*

In Part (d), many candidates understood that Jean-Louis Guilhaumon was responsible for this event, however, most did not understand that he had encouraged the villagers to embrace the festival. A few candidates gave answers which scored full marks, for example, *It came about*

*because of the energy of Jean-Louis Guilhaumon. He rallied and gathered everyone for the festival.*

A few candidates provided erroneous responses to Part (e). Having heard ...*visiteurs par an*, some wrote that he had come 'to visit his parents'. However, it was very well handled on the whole. Many wrote, correctly, *He came to Marciac as an English teacher.*

### Selection 3

The topic of this selection was Conservation of the Environment (Module 3).

Although a few candidates did not answer Part (a) correctly, putting answers such as 'the reshuffling of the planet', most of them scored full marks on this question. An example of a candidate's correct response was, *Two great concerns that threaten the planet are pollution and global warming.*

There were many options for Part (b) and most candidates scored full marks. One such candidate stated, *To save energy, one can use energy wisely and discover other forms of renewable energy sources. In addition, one can use other forms of transportation such as walking or using a bicycle instead of a vehicle.* A few also understood *rouler moins vite et préférer le train*. However, some candidates gave answers from their general knowledge such as 'Iron once per week'; and 'car pool'. Others stated that one of the ways to save energy was to 'save/economize energy', but this was a part of the question.

There were many options for Part (c) and most candidates scored full marks. One such candidate wrote, *Clean your house without polluting the environment, choose foods that are good for your health and the environment and save water.* However, there were some candidates who simply wrote 'clean your house', or 'recycle water' and so missed the full meaning of the passage. In other instances, they relied on previous knowledge to provide information that was not included in the listening passage.

### Selection 4

The topic of this selection was Deforestation and Climate Change (Module 3).

Part (a) (i) was well answered. Most candidates were able to provide the correct response, *He was the minister of ecology*. However, some candidates misunderstood and wrote 'minister of agriculture'.

Part (a) (ii) was generally well answered. An exemplary answer was: *He said, "The forest is in danger"*.

Part (b) was generally well answered. One exemplary answer was: *The role of major forests in the fight against climatic change*. While some candidates understood the link between the

role of the forests and the fight against climate change, others did not, and mentioned only one or the other.

Part (c) was generally well answered, but some candidates gave incorrect regions such as Asia and the Caribbean. A good answer was: *Two regions mentioned are Indonesia and the Amazon.* The other region mentioned in the passage was the Congo.

Part (d) was difficult for some candidates, perhaps because the required response was similar to that of Part (b). The following answer was given full marks: *The issue was considered urgent because the forests play a major role in climate regulation.* While many candidates made this link, others gave only one or the other.

### Selection 5

The topic of this selection was Nature Reserves (Module 3).

This selection was generally well done. Candidates were asked to tick the four correct answers which best expressed the information stated in the passage. Many candidates scored most of the marks or full marks. Unfortunately, others lost marks because they did not follow instructions. It should be noted that there are severe penalties for ticking more than the number of responses stipulated.

## **Section B – Expanded Interview**

### Selection 6

The topic of this selection was Youth Unemployment (Module 2).

Part (a) was answered quite well. An example of a good answer is: *She has (co-) published an article entitled “Young People in (the economic) Crisis”.* A few candidates, however, misinterpreted the phrase *Les jeunes dans la crise*, which was taken as *les gens dans la crise*. One candidate referred to ‘young people in Greece.’

Part (b) was challenging. A few candidates were able to give the correct answer, *Generally they are more qualified than older people.* However, many candidates gave answers which were not even in the passage. Perhaps they were using prior knowledge of the topic. As a result, they provided responses such as ‘They have more vision’, ‘They are more physically capable’ or ‘young people are more mobile’.

Part (c) was generally not well answered. Most candidates picked out words but did not fully understand. In addition, many of them did not know the expression, *près de la moitié...* and wrote ‘more than half’, ‘many’, and ‘most’. Nevertheless, a few candidates were able to state the answer correctly, for example, *Almost half of the young people under 25 that work are temporary workers.*

There were many candidates who did not attempt to answer Part (d). Many of the ones who did gave incomplete or partial answers. Others misunderstood the number and wrote 45 per cent instead of 80 per cent. Some candidates were familiar with the vocabulary but misinterpreted the information. Others seemed to misunderstand *vulnérables*, interpreting it as something positive. A few candidates scored full marks, including one who wrote, *Young people with little or no qualifications (degrees) make up 80 per cent of those in a precarious, uncertain, unstable situation.*

There were a few candidates who did not attempt to answer Part (e). Many of the ones who did, scored partial marks due to incomplete or partial answers. However, a good number of candidates scored full marks. One such candidate wrote, *45,000 young people leave school before completing their final year to receive a diploma while 80 000 who do write the exams fail and do not receive diplomas.*

The answer to Part (f) was widely known. Many candidates received full marks. An exemplary answer is: *It is not a new phenomenon, neither is it exclusive to France.*

For Part (g), most candidates were able to score at least partial marks. Candidates received full marks for writing all four European countries mentioned: *Spain, Sweden, Greece and the United Kingdom.* Although the question specified *European countries*, there were responses such as ‘Vietnam’, ‘the United States’, ‘Africa’, ‘Wyoming’. In addition, a few candidates wrote ‘Switzerland’ instead of ‘Sweden’.

Part (h) was generally well done and most candidates attempted and answered it correctly, stating that *5 million young people are unemployed in the EU.* However, a few candidates wrote the incorrect figure, for example, ‘5 thousand’ and ‘7 million’.

Part (i) was well answered. Some candidates scored full marks but others did not know the meaning of *apprentissage* and were unable to state the name of the system which was implemented, writing, for example, ‘a system of negotiations’. Many were able to state which country implemented it, but some wrote ‘Holland’ instead of ‘Germany’. An exemplary answer was: *Germany introduced an apprenticeship system.*

There were some candidates who were unable to answer Part (j) correctly and some who received partial marks. Many did not understand the word *formation*. Candidates were expected to refer to projects on a European scale, the co-operation of young people and the need for training.

## **Recommendations**

- Candidates must read questions correctly to ensure that the best possible answers are given and that they follow instructions carefully. They should read over their responses to ensure that there is no ambiguity in their responses.

- Students must be given more opportunities to practise their listening and must review as much vocabulary pertaining to the topics as possible, in and outside of class time. They should read more widely on each topic and review the names of countries and basic vocabulary such as numbers.
- While previous knowledge about a particular topic can be useful, candidates should refrain from writing information that is not provided in the listening passage.
- Candidates should pay particular attention to the questions themselves and try to identify the information that corresponds to the question.

## **Paper 02 – Reading and Writing**

### **Section A – Reading Comprehension**

Candidates were required to respond to questions on two passages. Passage 1 was based on Module 1 (*L'individu, la famille et la vie journalistique*) and candidates were required, for the first time, to respond in French to questions asked in French.

Passage 2 was based on Module 3 (*L'environnement*) and required candidates to respond, for the first time, in English to questions asked in English. They were also required to find synonyms in the passage for five words/phrases as directed in the questions. Both passages were in French.

### **General Comments**

This year, candidates seemed to have found answering the questions on Passage 1 in French a very difficult exercise. Many tried to use their own words as required by the rubrics, but some simply lifted the answers straight from Passages 1 and 2, thereby losing marks. They ignored the warning that they would be penalized for disregarding the instructions.

Candidates also did not read the questions carefully and some needed more practice in identifying where to find answers in the passage, noting that answers are often in chronological order. In many cases, answers for Parts (b) and (c) were mixed up, that is, answers intended for Part (b) were in Part (c) and vice versa. Also, Part (d) was being used to answer Part (c). In general, questions to Passage 1 were not handled very well. In contrast, answers to the questions on Passage 2 were fairly good.

Partial comprehension was seen in answers given by some candidates. With snippets of the answers or even whole sections of the passage identified as the answer, the marks, in some cases, were finally negated by very poor expression in English, that is, writing the opposite of what was really meant.

Candidates must bear in mind that Reading Comprehension carries with it a certain amount of analysis as well as logical and coherent thought. There should be clear, acceptable expression

in both French and English for answers to be well communicated to the examiners who have to read and correct the answers given.

### Detailed Comments

#### Passage 1 – *L'obésité, un gros problème de santé publique en Guadeloupe*

For Part (a), most candidates were able to identify the key answers to the question, particularly the ideas of *overweight* and *obesity*. Some, however, did not mention the statistics involved. An example of a correct answer is as follows:

*Le surpoids, autrement connu comme l'obésité, est un énorme problème à la Guadeloupe. En effet, une personne sur deux, soit 54.6% de la population, a des problèmes de surpoids.*

Most candidates gained full marks for Part (b). Some of them omitted the second part of the question which required them to state *how* the organization would have tried to resolve the problem. A correct answer could have been : *L'Agence Régionale de Santé (ARS) essayera de résoudre cette situation à travers une énorme campagne de communication ...*

Part (c) was only partially answered in many cases as candidates failed to address the time frame required in the answer. Many did not identify the year 2011. A candidate's correct answer was: *La campagne qui signalait les effets que produit la consommation de l'alcool \*dans l'année 2011 a déjà utilisé les mêmes moyens pour attirer l'attention des citoyens.*

Some candidates responded well to Part (d) and were able to identify most of the ways to be used for advertising the campaign. Some candidates were not specific when mentioning the different ways of attracting the attention of the public to the problem of obesity in Guadeloupe. Five elements were mentioned in the passage, but some candidates mentioned only two or three, thereby lessening their chance of obtaining full marks.

A candidate's correct answer was as follows:

*L'éducation du public \*envers les problèmes liés à l'obésité se répandra à travers des moyens de communication, spots télé et radio, en plus de panneaux de publicité placés le long des routes \*guadeloupéens. Des supports de \*communications mobiles (les bus) seront aussi inclus.*

While many candidates correctly answered both questions in Part (e), several of them confused the words 'consequences' and 'examples', and in many cases mentioned only the examples which they substituted for consequences. The section on *considérations esthétiques* was often omitted.

*\*An asterisk indicates an incorrect form, spelling or structure.*



There was a case where a candidate went to great lengths to explain what *le diabète* and *l'hypertension* were instead of re-writing these same words as the examples.

Here is an example of an answer which gained maximum marks:

*Le surpoids porte non seulement sur des considérations esthétiques mais aussi des complications sérieuses sur la santé et le bien-être de la personne obèse. Cela augmente aussi la fréquence de certaines maladies particulières, comme par exemple, l'hypertension, le diabète, et l'insuffisance dans les reins.*

From the passage, other examples of consequences included *des problèmes liés à l'accouchement et à la maternité*.

It was good to see that candidates performed fairly well on Part (f), answering the *why* and the *how* required for the answer.

This candidate's answer gained full marks:

*Ce problème s'aggrave car les Guadeloupéens mangent de moins en moins bien; ils augmentent la consommation de produits raffinés et préfèrent la restauration rapide, en plus de l'arrêt de presque toute activité physique, ce qui fait qu'ils deviennent de plus en plus gros. La campagne espère convaincre d'arrêter ces nouvelles attitudes alimentaires pour que le public recommence à manger correctement et aussi \*d'encourager les Guadeloupéens à changer leurs \*négatives attitudes envers l'activité physique.*

Part (g) was the best answered question in this section. Candidates found it easy to identify the three languages: *le français, le créole et l'anglais*.

## **Recommendations**

- Far too many candidates were lifting complete sentences from the passage to answer the questions. Not enough effort was being made to use different vocabulary. As a result, candidates lost marks when this could have been avoided. Teachers are being encouraged to remind their students that the questions on Passage 1 must be answered in their own words.

On the other hand, there are going to be words that will not require any explanation or definition, or words and phrases that are technical; candidates must therefore use their discretion when answering. For instance, it is unnecessary to write *la langue officielle de l'Angleterre* instead of *l'anglais*.

*\*An asterisk indicates an incorrect form, spelling or structure.*

- Candidates should read questions several times and underline crucial words which indicate what details are required. Teachers are encouraged to remind their students to write unambiguous answers.
- Closer attention should be paid to ensuring that questions with several parts are fully answered, for example, Part (b) required candidates to respond to the questions on “*quelle organisation va essayer de résoudre ce problème et comment?*”
- Candidates should always check their answers to ensure that they have completed all tasks and that they have correctly identified the right information from the passage to be used in their answers. They should also note the number of marks allotted for each question.
- Candidates must not include extraneous information when answering questions. Previous knowledge may be helpful, but this must not interfere with the passage under consideration. All information for answers must be relevant.
- Questions are to be numbered correctly. In some instances, candidates, in answering the various parts of Question 1 or 2, changed the letters to numbers. This must not be done.

Passage 2 – *Projet de reboisement de Sainte-Suzanne en Haïti*

Part (a) (i) was generally very well answered with many candidates providing clear and accurate information. However, the verb *nuit* was often misinterpreted as night, thus rendering some answers illogical. An acceptable answer was: *In the commune of Sainte-Suzanne, deforestation affects the communities as a whole with respect to their development.*

For Part (b) (ii), far too many candidates made the error of translating *l'un des meilleurs cafés au pays* as ‘the best coffee in the world’. An answer such as the following gained full marks: *In the past, the mountainous lands of Sainte-Suzanne allowed for the production of one of the best coffees in the country.*

For Part (b), stronger candidates performed very well, but vocabulary proved to be a problem and prevented many of them from providing correct answers. One frequent error was ‘The price of coffee rose’, and some answers were distorted as a result of the translation of *étranger* as ‘strange’ and *moyen* as ‘average’, for example, ‘the strange control of average of production...’ A good answer to this question was:

*The situation changed during the 1990s as a result of the fall of the price in coffee, along with foreign control over the means of production [which] speeded up the process of degradation of the environment.*

Part (c) proved to be very challenging. The problems that surfaced were as a result of lack of vocabulary, incorrect translation of words and poor expression in English. Phrases offered included ‘cultures of café’, ‘culture of subsistence’, ‘badly adapted to the sun of the mountains’.

An answer such as ‘The peasants were forced to replace their production and planting of coffee for a substance better adapted to the hot sun of the mountains’ gained no marks. A candidate’s answer which gained full marks was: *The peasants were forced to replace coffee crops with subsistence crops which did not adapt well to the mountains/[to the mountain soil].*

For Part (d), candidates were able to identify causes such as ‘poverty/lack of electricity/lack of gas/lack of trees’ but did not give details as to the associated consequences/explanations. An answer such as: ‘Two factors which affect the environment are the earth is less and less fertile and the extreme poverty and lack of electricity are forgotten and there is carbon intake’ gained no marks. A good answer required the following information:

*In Sainte-Suzanne, the lack of electricity and gas, along with extreme poverty are two factors which forced the residents to cut down scarce trees so as to create heating through the burning of wood or to [make] coal.*

Another important element was: *the lack of trees* (factor) \**cause problems during heavy rains [or hurricanes]* (explanation).

Many candidates were able to score full marks on Part (e) even though in several cases, the word *plantules* was clearly unknown. Candidates were expected to include in their answers the following information:

*There is a project to plant 50,000 suckers/young trees; the peasants are being trained to plant and protect their plants; the population is learning how to avoid deforestation; the support of the peasants is being sought to promote reforestation.*

For Part (f), the majority of candidates correctly identified five positive outcomes as requested, therefore gaining full marks. Some weaker candidates did not understand the words *abeilles*, *miel* and *apiculteurs* and were, therefore, unable to produce at least five elements needed for the answer found in the last paragraph of the passage.

The most difficult of the synonyms were those in Parts (g) and (h), whereas Parts (i), (j) and (k) were correct in most cases. The synonyms expected were *nuit/accélééré/ouragans/début /diminuant*.

### **Problems Noted**

- The lack of vocabulary was a great challenge and prevented candidates from providing correct answers and gaining full marks for questions.
- Many candidates had difficulty expressing themselves clearly in English. The answers were distorted, making it almost impossible to understand their intended answer.

*\*An asterisk indicates an incorrect form, spelling or structure.*

- Candidates used some words/phrases in French in their answers. In this section of the examination, no marks are gained for using the wrong language.

### **Recommendations**

- Candidates should read and re-read questions to ensure that they fully understand what is being asked.
- More care and attention should be paid to the progression of information in the passage so as to identify correctly where answers should be found, usually in chronological order.
- With respect to the synonyms, candidates should focus on the successive paragraphs as indicated by the question. Candidates are again reminded that they must look for expressions of the same part of speech as the one presented in the question.
- Candidates should be familiar with words like *nuire* (in the various tenses) and its word family as this will help to boost vocabulary. Dictionary work and on-going word-family exercises should be a regular part of classes.

### **Section B – Essays**

In this section, candidates were required to write an essay in French of 250-300 words based on one of five topics from Module 2 (*La société et les affaires sociales*). In order to receive the maximum mark of 24, candidates were expected to demonstrate the ability to present their ideas and arguments coherently and cohesively, in grammatically correct language. Candidates who were able to organize their essays with a good introduction, three well developed and illustrated points and a strong conclusion usually scored high marks for content. Those who were able to demonstrate an excellent grasp of grammar and idiomatic usage received high marks for their expression. The essays were given a maximum of 12 marks for Content/Presentation and a maximum of 12 marks for Correctness of Expression.

#### Question 3 (Crime and Violence)

« *La pauvreté n'est pas la cause principale du crime ni de la violence.* » *Commentez cette constatation.*

This question was answered by the majority of candidates. They provided information, facts, and ideas on several factors which contribute to crime and violence, including poverty, unemployment, the media, domestic relationships (violence) and illiteracy. Most essays presented a balanced opinion on the topic.

Question 4 (Gender Issues)

« *Malgré l'importance de la cause, on ne prend pas assez au sérieux le problème des violences faites aux femmes.* ». Commentez.

Many of the candidates who attempted this question failed to deal adequately with the demands of the essay. Several types of violence against women were mentioned — sexual harassment, rape, domestic violence, disrespect, discrimination — with vivid and factual examples but not enough statistical information. Suggestions for solutions were offered. Eight candidates attempted this question.

Question 5 (Religion in Society)

« *La religion devient de plus en plus un prétexte de confrontation entre groupes sociaux.* » Commentez.

This was not a very popular question, but generally, candidates who chose it handled it well. They showed convincing knowledge on current affairs and wrote interesting essays which highlighted different ethnic and religious groups and their confrontations. A few even traced the history of the hostility among feuding factions. Six candidates wrote on this topic.

Question 6 (Education)

« *L'éducation, seul moyen de créer une société équitable et stable.* ». Discutez.

This was a very popular question and candidates' performance ranged from satisfactory to excellent. Candidates presented ideas and facts on the role of education as it relates to the prevention or reduction of crime and other destabilizing factors in society, and the advantages in terms of increasing access to employment and reducing discrimination, among other things. Some candidates also explored the idea of education as a divisive force, increasing or contributing to the gap between the rich and the poor. Others mentioned different factors such as religion and moral values which create a stable and equitable society. Fifty-six candidates chose this topic.

Question 7 (Employment and Unemployment)

« *L'exode rural crée des défis urbains.* ». Discutez.

This was not a popular essay; seven candidates wrote on this topic. Candidates wrote about the problems associated with urban areas such as over-population, among other contributing factors.

## Further Comments

There is much work to be done in the area of improving candidates' facility in the French language. Far too many errors were made in grammar, expression in French and vocabulary. Many words were manufactured, drafted directly from the English and there was also the inclusion of words from other languages, in particular, Spanish. It was not deemed necessary to write in this report examples of inaccuracies in the target language, but rather, to make mention of the areas of concern listed below.

## Areas of Concern

- Subject-verb agreement
- Noun-adjective agreement
- Gender of nouns
- Lack of vocabulary (use of English and Spanish), 'Franglais'
- Incorrect use of *parce que* (where *à cause de* is needed)
- Too literal translations of ideas from English to French which lead to faulty and often garbled or distorted expression in French
- Incorrect use of idiomatic expressions
- Incorrect use and conjugation of tenses
- Incorrect spelling of words
- Insufficient development of ideas: lack of details, statistics, examples
- Irrelevant facts/ideas
- Misinterpretation of topic(s)
- Weak introduction and conclusion
- Lack of good paragraphing to indicate transitions
- Elements of arguments poorly expressed/organized
- Lack of varied evidence to support arguments or insufficient information for the body of essay
- Limited production, that is, a few lines or only two paragraphs written
- Essay plan written in English

## Examples of good use of language

- ✓ *Mais bien qu'on puisse reconnaître que la religion\* promouvoit l'unité, on ne peut pas nier qu'elle reste une force motrice des problèmes sociaux de nos jours* (from the Introduction)
- ✓ *Il convient de noter l'impact positif de ce secteur dans la société.*
- ✓ *De cette manière*
- ✓ *Par contre, il vaut la peine de souligner la tension évidente entre les mondes \*séculaire et religieux*

\*An asterisk indicates an incorrect form, spelling or structure.

- ✓ *Finally, one must understand that the root of a range of ethnic wars currently stems from discrimination*
- ✓ *There should be more control*
- ✓ *According to a survey conducted*
- ✓ *This type of disagreement remains \*the norm*
- ✓ *This observation is false*
- ✓ *It is necessary that people be prejudiced..*
- ✓ *It is without doubt a problem*
- ✓ *The banalization of acts of violence...*
- ✓ *The glorification of heinous acts...*
- ✓ *It is undeniable that*
- ✓ *It is worth noting that*
- ✓ *In order to achieve*
- ✓ *First/initially/however/secondly/from the other side/over/lastly/in order to conclude/in conclusion*

### **Paper 03 – Literary Analysis and Themes**

The examination this year presented a number of new themes and texts. Under the theme of La jeunesse, the following texts were studied: *Un papillon dans la cité*, by Gisèle Pineau and *La rue Cases-nègres* by Joseph Zobel. The second theme, L'individu et la société focused on the texts *La Chute* by Albert Camus and *Une si longue lettre* by Mariama Bâ.

#### **Section A – Literary Extracts**

In this section, candidates were required to answer one of four questions based on a literary extract taken from the prescribed texts listed above. Candidates were required to comment on plot, setting, characterization, and simple literary techniques.

#### **Popularity of Questions**

The majority of candidates, approximately 37.6 per cent, responded to Question 4 on the text *Une si longue lettre*. The other responses were distributed among the other three texts, with about 32 per cent of candidates selecting *Un Papillon dans la cite*; 17.6 per cent, *La rue Cases-nègres*; and approximately 12.8 per cent, *La Chute*.

\*An asterisk indicates an incorrect form, spelling or structure.

Question 1: *Un Papillon dans la cité*

In Part (a) (i), most candidates were able to identify the two adjectives required. Several adjectives were accepted *blanche, grises, sombre, immaculée*. Most candidates were also able to recognize and comment on the difference in the attitudes of the narrator's mother and stepfather towards her, as required in Part (b).

Candidates found some areas difficult. In Part (a) (ii), some candidates failed to identify the metaphor ... *le ciel avait jeté une longue nappe immaculée* and to explain its relevance. For Part (c), some of the responses given were limited, but generally, a large number of candidates offered fair responses. In Part (d), because of a limited range of structures in the target language, candidates had difficulty giving appropriate responses. They could have commented, for example, on the narrator's ability to laugh at herself, her powers of observation, or the fact that she has imagination.

Question 2: *La rue Cases-nègres*

This question was the least popular. However, about 86 per cent of those attempting it received marks between satisfactory and excellent, and approximately 18 per cent of these candidates scored full marks.

Responses to Parts (a) and (b) were generally accurate. In Part (a), most candidates were able to describe the expressions of joy and relief experienced by the author in the first paragraph. In Part (b), expressions such as *calme, profonde, ému, grave* were correctly employed to reflect M'Tine's mental state.

For Part (c), many responses were vague. Apparently candidates understood the question but were unable to express themselves appropriately. Narrative techniques were not readily identified, and most candidates simply lifted quotes from the extract. Marks were awarded for focusing on the fact that the narrator made relevant comments with regard to his grandmother's perplexing behaviour as well as his questioning of himself about the situation. Supporting quotations then corroborated the candidate's response.

For Part (d), some responses were insufficient. Candidates developed one point excessively instead of identifying at least two aspects of the relationship and developing these concisely.

Question 3: *La Chute*

This was the least popular text. An analysis of the performance of candidates on this question reveals that about 94 per cent of those who responded scored marks ranging from satisfactory to excellent.



For Parts (a) and (c), candidates performed fairly well. For Part (b), some candidates had difficulty analyzing how the manner in which the narrator related the story demonstrated the incident's effect on him. Some seemed not to have understood the question clearly.

Part (d) posed a challenge because many candidates did not properly separate the reactions of the narrator from those of the *auditeur*. *L'auditeur pose des questions; il est curieux et il s'intéresse à ce qui arrive à la femme. Par contre, le narrateur semble être distant, insensible. « Je ne sais pas vraiment, je ne sais pas...je n'ai lu les journaux. »*

#### Question 4: *Une si longue lettre*

This was the most popular text and generally candidates who chose this extract performed fairly well. The majority of the candidates, about 95 per cent, earned scores ranging from satisfactory to excellent.

For Part (a), most candidates correctly produced/identified descriptors which gave an insight into Daba's character. For Part (b), a number of students misunderstood who was the narrator and thus made comments relating to Daba instead of Ramatoulaye.

For Part (c), although candidates were generally able to recognize the comparison employed, *Si Modou était du lait...*, some failed to apply it to the relationship between the narrator and her husband. For Part (d), candidates experienced difficulty identifying the technique of questioning used by the narrator, which showed her sense of confusion, her uncertainty about what to do.

### **Recommendations**

- Candidates should be given regular practice with different types of questions.
- Teachers must continue to place emphasis on characterization, plot, themes, narrative techniques and so on.
- Mere lifting of citations from the text when explanations are requested should be avoided.
- Constant review of grammar is essential. Also, students should be encouraged to increase their exposure to the French language with a view to improving the quality and range of the language used in the responses to the extracts.

### **Section B – Themes**

This year, the word limit was increased. Candidates were required to write one essay, of 450 to 500 words in English, from the thematic areas *La jeunesse – Un papillon dans la cité* and *La rue Cases-nègres*, and *L'individu et la société – La Chute* and *Une si longue lettre*. Four questions were given, two on each theme. Overall, the majority of candidates displayed a commendable knowledge of the texts.

## Popularity of Questions

The majority of candidates, approximately 38 per cent, chose Question 8. The other responses were distributed among the other three texts, with about 33 per cent responding to Question 5, 19 per cent to Question 6 and 10 per cent to Question 7.

The preferred text for the majority of those who responded to questions based on *La Jeunesse* was *La rue Cases-nègres*. However, the majority of candidates chose a question based on the theme *L'individu et la société* and their preferred choice was *Une si longue lettre*. The least popular text was *La Chute*.

## Performance of Candidates

For the questions in Section B, over 90 per cent of the candidates were able to obtain scores which ranged from satisfactory to excellent.

### Question 5

*“Examine the portrayal of the grandmother figure in the text you have studied.”*

About 33 per cent of the candidates attempted this question. The majority of them were able to score marks ranging between satisfactory and excellent. All candidates were able to identify the grandmothers in the texts under consideration and to present satisfactory portrayals.

Candidates who opted to base their answer on *La rue Cases-nègres* gave a positive portrayal of M’Man Tine, her love for José, her sacrifice, her disciplinary nature. The question on *Un papillon dans la cité* was also handled well. However, some candidates misunderstood the term ‘grandmother figure’ and chose to focus on one grandmother only. Those who correctly interpreted the term, in addition to discussing Man Ya, also included an examination of Mohammed’s grandmother, Fatha.

### Question 6

*“In this novel childhood is not without difficulty and pain.” Discuss with reference to the text you have studied.*

Only about 18 per cent of candidates chose this question. Scores ranged from satisfactory to very good. For both texts, most of the candidates were able to identify the areas of the protagonists’ life that caused difficulty and pain. In some instances they did not properly analyze why. For many candidates, the essay was one-sided as the aspect of joy was hardly presented.

Question 7

*“Although the text seems like a monologue, it must not be forgotten that it is really a dialogue.” Discuss this view with reference to the text you have studied.*

This was the least popular question. A number of candidates who responded performed satisfactorily. However, in a few cases, candidates had difficulty especially in relation to *La Chute*. The question asked referred to form and structure and candidates seemed ill prepared to deal with that type of question. In addition, candidates found it difficult to select appropriate examples from the text to support their arguments.

Question 8

*The narrator-protagonist is a product of his/her culture and time. Comment on this view with reference to the text you have studied.*

This question was a popular choice among the candidates. Over one third of those who attempted it returned a very good performance. Some candidates were unable to do in-depth analysis and as a result spent a lot of time narrating.

**Further Comments/Recommendations**

- Students should be exposed to more discussion related to the author’s technique, style and tone when dealing with set texts.
- Students must be encouraged to take time to plan the essay in order to avoid rambling. Although there was evidence of improvement in this area, teachers should continue to pay attention to the organization of the essays so that ideas can be communicated in a coherent and clear manner.
- Candidates need to adhere to the word limit as penalties are imposed if it is exceeded. Generally, nothing is read after the cut-off point, therefore candidates may end up with lower than expected marks on a particular question.
- A number of essays showed evidence of extensive research, which was most commendable. However, the question of plagiarism arises because no acknowledgement, or very little was given to researched authors.
- Candidates are reminded that a French text, not the English version of the set text, should be taken into the examination.
- Candidates should note that they are rewarded for using valid citations in French to support points. They should be given much more guidance and practice in the selection and use of quotations to illustrate the points made. Care must be taken when using ellipsis with citations to ensure that the relevant part of the quote is written clearly. Indicating page numbers should be avoided as there are various editions of the texts being used.

- Candidates need to read instructions and questions carefully before answering the question set. It would also be useful if while writing the essay, they checked the topic at intervals to avoid any digression.
- Students must be reminded that, for their own safety, their registration numbers must be written in the spaces provided on pages used since papers can become detached.

## UNIT 2

### Paper 01 – Listening Comprehension

Candidates were required to respond to questions in English based on five short selections and an extended interview in French. As with Unit 1, the topics covered Modules 1, 2 and 3, and candidates were expected to be familiar with them. They were also expected to be able to understand authentic spoken French.

#### Section A – Short selections

##### Selection 1

The topic of this selection was Human Rights (Module 1).

Generally, Parts (a) and (b) were done well while Parts (c) to (f) posed a few difficulties. Candidates were unable to give full responses. This may have been due partially to their failure to understand some of the words or phrases, for example, *au besoin* which they thought was a noun meaning ‘needs’, and *indigènes* which they mistook for *jeunes*. Correct responses provided by candidates for this section are included below.

For Part (a), many candidates were able to state that a world/global conference had taken place, but some omitted the subject of the conference, human rights.

Many candidates did not understand *promouvoir* in Part (b) and so were unable to say that countries should ‘*uphold (promote) and protect all human rights.*’

Quite a few candidates were able to talk about the reformation of the judicial system in Part (c); however, many did not understand *a prévention des crises*. A correct response was: *They must contribute to the prevention of crises and reform the judicial system.*

As noted above, not many candidates understood *peuples indigènes* – ‘indigenous or native people’ in Part (d). Answers often referred to *young people* and ‘the people of Haiti’ as the ones benefitting from the declaration made by the United Nations. ‘Haiti’ might have come from a misinterpretation of this section: *la Déclaration sur les droits des peuples indigènes a été adoptée...*

Part (e) was one of the most challenging sections of the question for many candidates. The following answers received full marks: *The people organize themselves and fight in order to be heard/They are fighting to be heard.*

Part (f) was as challenging for many candidates as Part (e), and a few candidates scored no marks. *Leur mode de vie* was often interpreted as ‘their right to life’. The correct answer was: *They want respect for their organization and their way of life.*

## Selection 2

This selection dealt with Social Unrest (Module 1).

For Part (a), many candidates spoke about ‘popular decisions’ (the opposite of *impopulaires*) and some spoke of the ‘decisions of the population and the government’. Nevertheless, quite a few provided the correct response: *Unpopular decisions of the government contribute to conflict.*

Most candidates were able to identify only some of the key words needed to respond to Part (a). Many tended to substitute words such as ‘statue’, ‘state’ and ‘statute’, for ‘status (*le statut social*), and some simply wrote ‘security’ instead of ‘job security’, thereby changing the meaning. The correct answer was: *There may be a threat to social status, standard of living and job security.*

Part (c) was generally well done. Some candidates erroneously applied a general knowledge of trade unions to answer this question. Some candidates stated that trade unions themselves create conflict or are the source of conflict, but many were able to give correct answers such as: *Trade unions are organisations used to help resolve problems/They are employed to resolve conflict.*

Part (d) was also very well handled by most candidates. The following answers received full marks: *There are various types of activities, but they are effective* and *They are varied but effective.*

Part (e) seemed to pose the most difficulty for candidates who mistook *faim* for *femme* and provided answers such as ‘protests concerning women’, ‘female brutality’, ‘problems faced by women.’ or ‘assaulting women’. Several other expressions proved challenging: *grèves*, *incendie*, *biens matériels* and *locaux*. Some erroneous responses included ‘insinuating their own materials’, ‘local occupation of places and turn on fire objects and places.’/‘The legal occupation...’/‘the illegal occupation of the mad...’ An example of a full response was: *Three activities are hunger strikes, illegal occupation of a place and setting fires to objects.*

### Selection 3

The topic of this selection was Agriculture (Module 3).

Although Part (a) was widely known, candidates seemed unfamiliar with the word *lancement*. This was evident in responses such as, ‘the leaching of a new project’, ‘the licence of a new project’ and ‘the throwing of a new project’. One correct response for this section of the question was: *The launching of new projects in the agricultural sector*.

For Part (b), many candidates understood that there was the discovery of oil in the 1970s, however many did not understand that this led to a decrease in investments in agriculture. Some stated that investments increased while others stated that oil was investing in agriculture. One correct response was: *The discovery of oil occurred in the 1970s and because of this the agricultural sector suffered a decrease in investments*.

Part (c) posed very little difficulty for candidates and was very well handled. The answer: *This is called The National Programme of Economic Development and Diversification*.

As with Part (c), Part (d), was very well handled by many candidates although a few gave only one part of the answer. Others were able to provide both elements of the required response: *They are doing this in order to create employment in rural areas and to reduce the amount of expensive food imports*.

### Selection 4

This selection dealt with Tourism (Module 3).

As with most of the other selections, quite a few candidates showed a lack of knowledge of certain common words and a misunderstanding of the passage.

Part (a) was well handled by many candidates who provided the response, *Tourism has an important role to play in the economy of a country*.

Part (b) was especially challenging because of the phrase *en termes de recettes en devises*. This can be seen in answers such as ‘they are the receipt of divides’/‘the application of visa’/ ‘in terms of resetting...’ A full response was: *Three areas are production, investment and revenue/foreign exchange*.

For Part (c), candidates tended to give correct answers for only two of the three categories required, although some also misunderstood *les femmes*, referring to ‘the family’, ‘hungry people’ or even ‘farmers’ instead of ‘women’. The third group – *les personnes de faible niveau d’instruction* proved challenging because of the word *instruction* and the confusion between *niveau* and *nouveau*. Some of the responses given are listed below:

- people with weak abilities to follow new instructions

- individuals with a weak level of construction
- persons with weak levels of production
- disabled persons
- people who are mentally challenged
- persons of weak or new construction
- persons who are at a weak level of infrastructure

Some candidates were able to get all three correct as shown in the answer, *Three categories are: young people, people who have little education and women.*

### Selection 5

The topic of this selection was E-commerce (Module 3).

Some vocabulary was also misunderstood in this selection which proved to be the most challenging of all presented in this section. In some instances, *physique* was given as the English noun ‘physique’, as opposed to the adjective ‘physical’. *Repartir* was also misunderstood and given as ‘to see’, ‘to get in contact with’. Nevertheless, some candidates were able to attain full marks.

Part (a) proved to be challenging to some candidates who felt that internet shopping was just like shopping in person. Nevertheless, more than 50 per cent of them understood that *The frustrations of Internet shopping have caused her to rediscover the joys of physical shopping.*

While some candidates were able to provide the following correct response for Part (b), *She wants to know how one can buy clothing and shoes online without having tried them on before*, others struggled to provide a correct response, providing answers that spoke of her having difficulty finding clothing to fit her physique, or being able to buy them on-line without trying them on.

Part (c) proved to be the most challenging section of the questions, based on this selection, for most candidates. Only a few candidates provided a complete response that earned full marks: *On 99 per cent of the sites, the descriptions are incomplete and they usually contrast with the description of the product on another site.*

Part (d) was well handled by most candidates who managed to produce responses similar to the one presented here: *It is less stressful. You receive and leave with the product immediately.*

## **Section B – Expanded Interview**

### Selection 6

The topic of this selection was the disease, Malaria (Module 2).

There were many instances in this selection where candidates had problems with vocabulary in terms of (i) words related to the topic, for example, *fièvre*, ‘sang’, (ii) words with nasals and other sounds, for example, *moment/maman*; *sang/sein*, (iii) words linked by liaison, for example, *en Asie*, and (iv) English words which candidates made up in order to express themselves. Examples include ‘mammoth’, ‘mammal’, ‘mother’ for *le moment*; ‘an examination of the breast’ for *un examen de sang*; \*‘burdenous’, \*‘poliverisation’, and \*‘Nasie’, \*‘Nazi’, \*‘Ronaise’ for *en Asie*. The word *habitude* was often confused with ‘*habitat*’. Some answers were not logical. For example: ‘They have different habitats, for example the momon lives in its preferred victim – man or animal.’ And ‘...they have different habitats, for example the moment they bite...’

Nevertheless, some candidates performed very well and model answers can be found below.

The answer for Part (a), *Two geographical regions are Asia and Africa*, was correctly provided by candidates. Although this section of the question was handled reasonably well, too many candidates scored only partial marks because they only included one region.

In Part (b), most candidates performed well and were able to provide a concise, accurate response: *Before leaving to travel to these areas the first thing one must do is consult one’s doctor.*

Most candidates scored at least partial marks for Part (c), as they were able to identify at least one factor. An accurate response was: *Two pieces of information are that the doctor will prescribe medication that is adapted to your destination and the duration of the trip and also to the circumstances of your stay.*

Part (d) was one of the most challenging for many candidates who did not understand *Si vous êtes pris de fièvre dans les deux mois qui suivent votre séjour... .* Some wrote about a fever lasting more than two months or for two months. Most candidates scored at least partial marks. An expected response was: *If you have a fever within two months following your return you should consult a doctor.*

Very few candidates got Part (e) (i) correct. They provided responses that simply stated ‘consult a doctor’ or ‘do a breast/chest examination’. A correct answer was: *Do a blood test.* For Part (e) (ii), many candidates gave this correct response to the question, *Treatment must begin immediately after the results.*

*\*An asterisk indicates an incorrect form, spelling or structure.*

In Part (f), the word *habitude* proved challenging, and as a result many responses dealt with the environment within which mosquitoes live. A correct response was: *There are many varieties, they have different habits and they differ in terms of when and who they bite.*



Most candidates scored at least partial marks for Part (g). An expected response was: *Mosquito nets soaked in insecticide are one of the easiest and most efficient ways of fighting against malaria.*

For Part (h), candidates were required to find two of three factors. As with Part (f), candidates misinterpreted the word *habitudes* and provided responses that dealt only/specifically with the habitat of the mosquito. Others spoke of a program of educating the villages about the mosquitoes. A correct answer was: *How resistant the mosquito is to the insecticide, knowledge of the habits of the mosquito and the degree to which internal spraying is carried out in each village.*

A good response to Part (i) was: *The economic crisis has neither slowed down nor regressed/stopped the fight against malaria. They are aiming to have almost no deaths by the end of 2015.* Although many candidates were able to score full marks on this question, some struggled to explain that there was no hindrance to the progress made in the fight against malaria or that there was a goal of almost zero deaths by the end of 2015. Others stated that there was neither a progression nor a regression in malaria.

### **Recommendations**

- As with Unit 1, candidates are advised to read the questions correctly to ensure that the best possible answers are given.
- Students must seek to hone their listening skills regularly and must review as much vocabulary pertaining to the topics as possible, in and outside of class time. They should also read more widely on each topic.
- Additionally, candidates need to improve their ability to express themselves as at times it was challenging trying to determine what candidates meant, even though responses were given in English. Although it is better to write something than to leave blanks, care must be taken with expression. The following responses indicate the difficulty some had in expressing themselves:

\*Extreme hungry protest

\*The people are organising an attempt to increase attention

\*Prevention of crises

\*Indigenerates

*\*An asterisk indicates an incorrect form, spelling or structure.*

- While previous knowledge about a particular topic can be beneficial, candidates should refrain from writing information that is not provided in the listening passage.
- Candidates are again advised to read their responses several times to ensure that each response is clear, concise, and unambiguous. It is best to avoid too much paraphrasing

- Candidates are reminded that responses to questions on this paper are to be given in English and that marks will not be awarded to those who disregard the instructions to do so.

## **Paper 02 – Reading and Writing**

### **Section A – Reading Comprehension**

This section of the paper required candidates to respond to questions based on two passages in French. Passage 1 was based on Module 1: L'Actualité. Candidates were required to respond in French to questions asked in French, as with Unit 1. Passage 2 was based on Module 3: L'Industrie et l'économie and required candidates to respond in English to questions asked in English.

### **General Observations**

Candidate performance on Passage 1 was very good. Most candidates answered all the questions related to the passage but the most challenging question was Part (e). The greatest difficulties experienced in this section were firstly, candidates' inability to identify the specific area of the passage where the answer(s) should be found and secondly, their failure to use their own words in answering the questions. Again, candidates ignored the warning that they would be penalized for disregarding instructions given. Teachers and students are being reminded that this warning should not be taken lightly.

The first three questions, Parts (a), (b), and (c), were worth a total of 14 marks and were all based on the first paragraph. Some candidates answered Part (c) from the second paragraph.

Candidates handled the questions on Passage 2 very well, and this was commendable.

### Passage 1 – Agitation et conflit

For Part (a), most candidates were able to identify the elements which gave a pessimistic tone, but some gave an analysis based on the vocabulary used instead of providing the details of the activities stated in the paragraph. The words *précaire* and *embourbés* were unknown to some candidates.

An example of a correct answer which obtained full marks included the following elements, even though there were some errors:

*Le point de vue du premier paragraphe est certainement pessimiste car il se focalise sur la guerre. Le paragraphe met en avant le fait que divers pays à travers le monde sont en proie \*du guerre \*où ils manquent \*la stabilité civile ou politique. Le paragraphe souligne le fait*

*que plusieurs pays continuent à être touchés par la guerre même si la guerre a été mise \*en terme. \*Aussi, le paragraphe mentionne que quelques pays sont en voie d'une guerre.*

Generally, candidates answered Part (b) fully, providing all the details required. The weaker candidates could not, however, provide the necessary elements of the answer as they did not seem to understand how conflict could be a systematic process.

An example of a candidate's answer which gained full marks is as follows:

*“Le conflit est un processus avec un éventail d'étapes. Le conflit commence ou est suscité quand il existe un conflit \*des idées ou de \*position dans un groupe ou parti. Ce conflit est verbal. Après, il y a une menace et le groupe ou parti se sépare et finalement la violence est provoquée”.*

Most candidates answered Part (c) well, although some of them misinterpreted the last part and presented a distorted version of the phrase *la stabilisation à l'étape finale*. The weaker candidates confused the answers for Parts (b) and (c) and some of them even used the answer for Part (c) in Part (d).

A correct answer given by a candidate was:

*On apprend que la route du conflit n'est pas linéaire. La route \*de conflit peut être \*constitué d'oscillations consécutives ou \*les agitations ou manifestations avant \*de l'étape finale qui est la violence. Donc, les étapes du processus du conflit ne sont pas fixées mais \*le fin du processus (la violence) est \*immutable.*

Some candidates were able to identify the points necessary to provide a full answer for Part (d). It was found, however, that many of them lacked sufficient vocabulary to allow them to successfully render the following statement in their own words: “... *sans que les citoyens disposent de mécanismes institutionnels compétents.....*” The answer for this question came from the second paragraph and unfortunately, many candidates were not able to describe accurately the political situation that could lead to violence.

*\*An asterisk indicates an incorrect form, spelling or structure.*

The following answer by a candidate showed full comprehension of the text:

*L'autocratie ou \*la manque de démocratie est la racine des soulèvements violents. Quand le peuple n'\*ont pas \*de droit de sélectionner le gouvernement et il existe un parti unique (ou \*un manqué d'un parti d'opposition), un régime militaire ou \*un cas d'un chef d'état ou le régime maintient son pouvoir \*pour plusieurs années, la*

*violence est incitée. Ces situations facilitent l'empiétement des droits de l'homme ou l'abus du pouvoir et les citoyens n'ont aucun accès à la justice. Le ressentiment de ces régimes politiques est répandu et le seul moyen d'effectuer les changements.*

A number of candidates had difficulty answering Part (e) as they were unable to critically read the paragraph under consideration and arrive at a conclusion based on the information given. An answer with the following elements was expected: general statement referring to change, the political change and finally, individual change.

A correct answer could have been:

*Quelques personnes voudraient / aiment le changement. Sur le plan politique, un peuple aime voir un nouveau pouvoir et non pas parce que les leaders sont mauvais ou incompetents, mais parce qu'ils sont fatigués de les voir au pouvoir. Sur le plan personnel, on aime jeter des choses qui sont toujours utilisables (sa voiture, sa bicyclette ou sa chemise) tout simplement \*car on ne trouve plus de plaisir en les utilisant même s'ils ne sont pas abîmés.*

### Passage 2 – L'importance du pétrole

For Part (a), candidates provided all the points necessary for a full answer in most cases. A correct answer was:

*Oil is present in all operational levels of our society. It constitutes 35% of the world's energy. Transportation for the working population depends on oil. Oil is also used in other areas such as homes where it provides fuel, it is used in agriculture, in the petrochemical industry (plastics and textiles) and in public works (asphalt).*

Part (b) was well answered except that some candidates translated milliards as 'million'. The following answer gained full marks:

*The oil industry earns foreign exchange of about 6 billion dollars per day. For example, the United States and Europe import 1.5 million tonnes of oil each day. Oil is a necessary resource for economies and it is not yet surpassed by sources of renewable energy which is still in the minority.*

*\*An asterisk indicates an incorrect form, spelling or structure.*

Part (c) was very well answered. Candidates gave adequate information to gain the total marks for this question. An example of an answer gaining full marks follows:

*With oil, a country can obtain economic and military security, industrial growth and means of transport. Oil is a highly coveted source of wealth that determines a*

*country's status in the world and countries with oil are placed in a very advantageous position in the world.*

Part (d) was the most challenging question. Many candidates simply translated the words which resulted in a garbled answer. Too many missed the idea of France moving upward in rank to the third or even second placed oil producing country in 15 years, and many also missed the point that discovery of oil for France would enhance the economic status of the population of French Guiana. Some candidates were only able to partially answer this question, therefore losing some of the 4 marks allocated for the full information required.

Candidates easily identified the synonyms for Parts (e) to (f).

For Part (h), several candidates gave *déplacer* only.

Part (i) proved to be challenging. Some of the answers suggested included: *statut, début*. Expected answers were: *strates/travailleurs/environ/se déplacer/montan*.

### **Recommendations**

- Candidates are being reminded that full attention must be paid to the chronological order of the questions so that cut-off points for answers can be clearly made after having read the text under consideration. The last question may, at times, lend itself to an evaluative type of questioning where candidates' analytical and critical thinking skills may be brought into play. At this point, a general overview of the content of the passage may be necessary.
- Candidates are reminded that they should also read beyond where they think the answer is located to ensure that they have selected the most relevant information as their response.
- Candidates are again being reminded that they are asked to skip lines between sections of the question to allow for ease of marking. They should also not write each answer on a different page.
- Candidates need to pay more attention to vocabulary building, as this seemed to be a weakness of many of them in this examination. They must read more extensively on all the relevant topics of the three modules and note the new vocabulary. A concerted effort must be made to reuse the new vocabulary in exercises such as paragraph and essay writing, oral presentations and listening comprehension.
- Please see the recommendations made for Unit 1 which are also applicable to Unit 2.

### **Section B – Essays**

In this section, candidates were required to write an essay in French of 250-300 words based on one of five topics from Module 2 (*La science et la technologie*). In order to receive the maximum mark of 24, candidates were expected to demonstrate the ability to present their ideas and arguments coherently and cohesively, in grammatically correct language.

Candidates who were able to organize their essays with a good introduction, three well developed and illustrated points and a strong conclusion usually scored high marks for content. Those who were able to demonstrate an excellent grasp of grammar and idiomatic usage received high marks for their expression. The essays were given a maximum of 12 marks for Content/Presentation and a maximum of 12 marks for Correctness of Expression.

### **Medicine and Ethical Issues**

#### Question 3

*“Aujourd’hui si vous êtes malade, il faut être riche aussi. Quel dommage!” Commentez ce jugement.*

This was not a very popular question but some candidates who attempted it were able to present relevant points. They included issues such as:

- (i) The high cost of medicine as a result of recent advances in the field.
- (ii) The inability of poor people to afford medical attention.
- (iii) The lack of equipment at public health facilities.

#### Question 4

*“Les êtres humains ne doivent pas participer aux expériences médicales. C’est une violation des droits de l’homme.” Commentez cette opinion.*

This was not a popular question and of the candidates who chose to write on it, many did not address the issues stated in the question. They wrote an essay which dealt with medical progress and did not correctly interpret the word *experiences*. The idea of the violation of human rights was hardly addressed.

### **Impact of Information and Communication Technologies**

#### Question 5

*“L’informatique et la technologie: ennemies ou amies du crime?” Discutez.*

This was a highly popular question and was generally well done by the candidates who interpreted it correctly. Some of the points discussed were: cyberbullying, identity theft, credit card theft, enhanced criminal activity and paedophiles preying on children. With respect to the idea of ITC being the enemy of crime, candidates discussed its benefit to the police in solving crimes through surveillance, better tracking of criminals and DNA testing.

Question 6

*“Le portable et les produits de ce genre sont les dieux de la société moderne.” Discutez.*

This question was a very popular one. However, many candidates did not address the statement ‘sont les dieux’. Again, responses were of a general nature, focusing more on the use, and the pros and cons of cell phones. One interesting response looked at “gods” in a negative way and decided that cell phones and related computerized products were diabolical.

Question 7

*“Grâce à l’ordinateur, l’écart entre les pays riches et les pays pauvres se réduit.” Êtes-vous d’accord avec cette opinion? Justifiez votre réponse.*

This question was not a very popular but candidates who chose this, handled it well. Some of the opinions expressed focused on the use of the computer to bridge the gap between rich and poor countries through access to education, information and trade, as well as to provide opportunities for poor countries to obtain help in times of disaster. Candidates also discussed the idea that, on the other hand, poor countries had more pressing issues to consider such as the lack of necessary services as well as hunger, and really had no money to invest in computers.

**Comments**

Weaknesses noted in the Unit 2 essays included:

- Poor expression in French, for example, *Néanmoins \*cela même chose \*dans Jamaïque...*
- Lack of vocabulary which meant that candidates resorted to using English words, for example, *...la technologie est... pour \*research et \*entertainment.*
- Spelling errors, for example, ‘medécine’
- Lack of agreement: subject/verb, noun/adjective, for example, *les gens \*depend....les réseaux \*sociales...*

*\*An asterisk indicates an incorrect form, spelling or structure.*

### Examples of Good Use of Language

- ✓ *D'abord, il conviendrait de dire que les ordinateurs \*améliore les systèmes éducatifs des pays pauvres .*
- ✓ *La révolution numérique a engendré l'envahissement des ordinateurs à travers le monde. Ces ordinateurs nous apportent un éventail de possibilités dans le milieu éducatif et économique.*
- ✓ *Une arme à double tranchant*
- ✓ *Les ordinateurs dans le milieu scolaire \*favorise une approche pédagogique...*
- ✓ *Un essaim d'information*
- ✓ *Accroître / inciter*
- ✓ *Essentiellement / de plus en plus ....*
- ✓ *De surcroît..*
- ✓ *En revanche, ce serait facile de nier que..*
- ✓ *En guise de conclusion...*
- ✓ *Une recrudescence*
- ✓ *La marginalisation des personnes \*aux pays pauvres*
- ✓ *Nous devons examiner maintenant l'impact...*
- ✓ *Les ordinateurs sont trop coûteux pour la plupart des citoyens dans les pays pauvres*

### Recommendations

- Having noted the areas of concern in Section B - Essays of both Units 1 and 2, teachers and students are encouraged to pay close attention to those areas so that writing in French at an advanced level can be improved. More attention should be paid to the development of essay plans and essay-writing.
- Greater attempt should be made by more candidates to use the subjunctive in their essays. More advanced structures and good idiomatic expressions should also be learnt and used appropriately, in the right context.
- Candidates should read widely and make good use of the various media to keep up-to-date with current events and ideas.
- Relevant vocabulary should be given to students for the topics studied. Texts that are relevant to the modules under study should be sought after in newspapers, magazines or on the Internet. There is a plethora of material available to students. Each student should try to develop a passion for learning.
- Teachers should encourage students to do error recognition exercises in order to make them more aware of correct grammar and vocabulary.
- Basic grammatical structures taught at the CSEC level should be reinforced among the weaker candidates. This should also be extended to the use of the subjunctive, impersonal expressions with the infinitive or with the subjunctive, the passive voice, and the use of the gerund and the present participle.

*\*An asterisk indicates an incorrect form, spelling or structure.*



- The use of past paper questions, especially in the essay section, would be useful for students to formulate their own responses in order to develop their writing skills. This will help them to develop their critical thinking skills and be able to use relevant information to address the questions posed.

### **Paper 03 – Literary Analysis and Themes**

#### **Section A – Literary Extracts**

Candidates were required to answer one of four questions based on a literary extract taken from the prescribed texts – *Pays mêlé suivi de Nanna-Ya*, *Pays sans chapeau*, *Les mains sales* and *Une saison au Congo*. Candidates were required to comment on plot, setting, characterization, themes and simple literary techniques. The performance of the candidates ranged from minimal to excellent, but, on average, candidates performed very well.

#### **Choices made by Candidates**

The responses were well distributed among candidates, however, the most popular choices were Questions 2 and 4 which focused on the texts *Pays sans chapeau* (about 30 per cent) and *Une saison au Congo* (about 29 per cent). These were followed by *Pays mêlé suivi de Nanna-Ya*, which was chosen by about 22 per cent of the candidates. Approximately 19 per cent of candidates based their answers on *Les mains sales*.

#### Question 1: *Pays mêlé suivi de Nanna-Ya*

The majority of the candidates who opted for this text demonstrated a good knowledge of the text. Most of them were able to score between satisfactory and excellent for this question.

Part (a) was well done. Most candidates recognized the social class of the Aubrun family and were able to support their answer with an appropriate reference to the extract. For Part (b), a few candidates incorrectly identified Altagras as a man. Candidates were able to refer to her role as mother. For Part (c), some candidates were unable to identify the narrator's intervention. Focus needed to be placed on the technique used by the narrator to draw one's attention to the plot as well as the highlighting of points which would serve in the subsequent development of the plot. Part (d) was fairly well done. The main subject dealt with in the extract was identified — family relations and events in Berthe's life — but in some instances, candidates did not fully/properly justify their choices.

#### Question 2 *Pays sans chapeau*

Candidates found some parts of this question challenging. Most understood that the dialogue was about a man trying to sell a watch to the narrator.

For Part (a), candidates were expected to comment on the milieu in which the incident took place. Some candidates were unfamiliar with the term *milieu* in the given context. For Parts (b) and (c), it was difficult for candidates to identify the author's technique.

In Part (d), the narrator relates his rediscovery of his country and describes some of the people who make up the society.

### Question 3    *Les mains sales*

Generally, candidates were very familiar with the plot and characters. The major difficulty stemmed from the fact that candidates did not read Part (a) carefully and therefore had problems identifying where in the extract to look at Hoederer's views.

### Question 4    *Une saison au Congo*

Candidates performed well in responding to Parts (c) and (d). The following areas proved problematic:

For Part (a), some candidates were unable to comment effectively on Lumumba's popularity. In addition, some used knowledge of the entire text to answer the question instead of concentrating on gleaned the information from the context.

Part (d) asked candidates to find the elements that would indicate that the extract reflected some of the important issues in the play. Some candidates simply reproduced/quoted sections from the text without linking them to a specific theme, such as betrayal, for example. In identifying *les questions principales*, some candidates gave vague/generalized answers instead of specific themes.

## **Section B – Themes**

Candidates were required to write one essay, of 450-500 words in English, from the thematic areas *La vie moderne* and *L'engagement politique et social*. Both themes were new, and texts *Pays mêlé suivi de Nanna-Ya*, *Pays sans chapeau* and *Une saison au Congo* were on the syllabus for the first time.

Four questions were given, two on each theme. All questions were clearly stated and posed no undue problems in comprehension. In general, many candidates displayed a sound knowledge and understanding of the plot and the characters of the set texts but some struggled to apply the information to the set questions.

### **Choices made by Candidates**

The majority of candidates (52 per cent), responded to a question from the theme *La Vie Moderne*. Question 6 was the most popular and the preferred text was *Pays mêlé suivi de*

*Nanna-Ya*. This was followed by Question 8, with the majority of candidates opting for *Les Mains Sales*. The least popular question was Number 7.

#### Question 5

*Discuss the depiction of society in the text that you have studied.*

The majority of those responding to this question chose *Pays mêlé suivi de Nanna-Ya*. Some were unable to properly assess the presentation of the society by the author in terms of its different facets: economic, political, social, racial and so on. Nevertheless, a few others succeeded in appropriately applying their knowledge of the set text to the question.

#### Question 6

*“Within the context of Caribbean literature, male characters have generally been portrayed in a negative light”. To what extent is this true in the text that you have studied? Justify your response.*

The text of choice in responding to this question was *Pays mêlé suivi de Nanna-Ya*. Most candidates were familiar with the plot and the characters. The application of knowledge to the question was again a weakness. There was a lot of mere recalling of the story. While many candidates were able to correctly present the flaws and qualities of specific male characters, in-depth analysis was missing from a large number of responses.

#### Question 7

*“A dismal view of political life”. Discuss this opinion with reference to the play that you have studied.*

This question required a thorough understanding of the plot in both plays. This seemed more unclear in the essays referring to *Une saison au Congo*. Difficulty in applying knowledge of the set texts to the question was the major weakness identified. In addition, sometimes candidates confused characters or could not separate major characters from minor ones.

#### Question 8

*Discuss the theme of loyalty in the play that you have studied.*

Although many candidates were able to adequately discuss the theme of loyalty, both plays required better preparation by candidates. Some shortcomings included the tendency to merely relate the story, occasional highlighting of minor characters over major ones, inadequate analysis, extremely long introductions and inclusion of irrelevant information.

## **General Comments**

- Candidates need to be encouraged to be more concise in their introductions.
- There was an improvement in the organization of the essays, however, candidates must be encouraged to adhere to the word limit because there are cut off points when essays are corrected.
- More practice in essay writing is essential.
- Candidates should read questions closely before choosing and attempting them.
- Teachers need to remind candidates that quotations must be in French. In addition, candidates must make sure that all quotations used are valid. More practice is needed in inserting quotations into written presentations.

## **Paper 04 – School-Based Assessment (SBA)**

### **UNITS 1 and 2**

#### **General Remarks**

Generally speaking, many students must indeed be commended for their efforts in their oral examination. This year, Paper 04 was compulsory for all students. In both units, students showed evidence of having acquired a high level of fluency and accuracy when speaking the language. This could only have been achieved through the hard work and dedication of not only the students but also the teachers involved. Nevertheless, there were several students, who due to a lack of proper preparation, struggled through the examination as they experienced grave problems with understanding questions and expressing themselves. The development of one's fluency and accuracy in a foreign language must be viewed as a process that is not instantaneous and so teachers and students alike must seize every opportunity to develop these skills.

#### **The Prepared Topic**

For the most part, students showed evidence of thorough research and were able to present useful statistics that served to enhance the overall quality of their presentations. This applied to both units. The majority of candidates selected topics that were pertinent to French-speaking countries, mainly France, Haiti and Martinique. However, in a few cases, there was no reference to a French-speaking country and both teachers and students are reminded of this important component of the topic selection. Fortunately, the topics selected all fell within the ambit of the three modules for the unit being prepared.

Marks received in this section of the exam were very high, as pronunciation and fluency were at their best. In a small number of cases, marks were as low as 5/12 and this was primarily

due to poor delivery, frequent grammar errors, innumerable pronunciation errors and marked hesitation. Teachers are therefore being reminded of the important role that they play in ensuring that presentations are viewed before the examination and that students receive proper guidance in the areas of pronunciation and grammar.

Lastly, as clearly indicated in the syllabus, presentations are to be three minutes in length and so students are being asked to respect this stipulation. In some instances, presentations were as long as six and even seven minutes. Teachers are being urged to avoid any interjections during the presentation.

Some Unit 1 topics selected included:

- *La dépression chez les jeunes en France*
- *Les mauvais traitements envers les femmes*
- *Le mariage homosexuel et l'attitude envers les gays en France*
- *Le sport et son influence sur les jeunes Français*
- *L'islamophobie en France*
- *La France: est-ce que la laïcité empêche le multiculturalisme?*
- *La culture martiniquaise*
- *Le chômage*
- *L'influence des medias*
- *L'obésité en France/Le SIDA en Haïti*

And for Unit 2

- *L'agitation politique au Mali*
- *Les enfants soldats au Tchad*
- *L'impact du commerce électronique sur la vie économique en France*
- *L'expulsion des étrangers par le gouvernement dominicain*
- *La violence sexuelle en République Démocratique du Congo*
- *L'usage de la technologie de l'information et de la communication dans le système éducatif en Haïti et en Jamaïque*
- *La mutilation génitale au Sénégal*
- *La cyberintimidation et son impact sur les adolescents en France*
- *La chirurgie esthétique en France*

## **Topic Conversation**

### Comprehension

Generally speaking, students had done sufficient research to be able to respond appropriately to the questions posed. In a few cases, however, it seemed that the students could anticipate

the questions and their responses flowed in a very unnatural way. Teachers are therefore being cautioned about providing students with questions and answers prior to the examination. This will only help to protect the integrity of the exam. In addition, this section, according to the syllabus, is five to six minutes in length, and so three or four questions will not be sufficient, particularly if the questions are based on the exact information given in the presentation. Finally, teachers are reminded to ask questions that will elicit facts and opinions not stated in the presentation. In this way, candidates will be encouraged to expound on the subject that they have researched and not merely repeat what they have already stated.

### Correctness of Expression/Vocabulary

This very important section continues to be the area that poses the greatest challenge for students. The most outstanding students showed great competence in their mastery of the language, using a whole gamut of tenses, the subjunctive mood, idiomatic expressions, to mention a few, and this applies to both units. Those students and teachers must be commended for their efforts. However, a large number of others, due perhaps to nervousness or a lack of adequate preparation, produced sentences so garbled that they could not be understood.

### Pronunciation/Intonation/Fluency

Pronunciation, for the most part, ranged from good to excellent. Some students received full marks. The strategies being used by the teachers to accomplish such a feat in these young learners must be continued. However, several others made many errors, including pronouncing final consonants when not necessary, ignoring compulsory liaisons, mispronouncing nasal sounds and anglicizing the pronunciation of words. Lastly, more attention ought to be paid to intonation as it affects the quality of the French produced. In light of this, students are being encouraged to listen to authentic French material which they can source from the Internet via YouTube and other sites.

## **General Conversation**

### Comprehension

The majority of students was able to respond to the questions asked on a variety of topics. As with the Topic Conversation, teachers are reminded of the recommended length of this section which is 5-6 minutes. They should also note that questions are supposed to range from easy to challenging and should cover a range of topics from the unit. Failure to comply could lead to penalties.

### Correctness of Expression/Vocabulary

As with the Topic Conversation, some students produced excellent French while others struggled with tenses and syntax. An example of this is seen in the following: \*‘*En le futur, je voudrais être une linguiste, je voudrais fluent dans ces linguas (langues)*’. At this level, this type of sentence is highly unacceptable. Teachers are therefore being encouraged to provide the necessary assistance or to make recommendations to students to overcome their weaknesses.

### Pronunciation

Generally speaking, pronunciation was slightly better in this section than in that of the Topic Conversation, perhaps because students have had more opportunities to use the vocabulary during their classes and would have been corrected when necessary. Performance ranged from poor to excellent. In some cases, much more practice is needed.

### **Common Difficulties**

#### Pronunciation

- Pronunciation of final consonants in words such as *beaucoup* and *droit*
- Pronunciation of the *-ent* of the verb in the third person plural
- The non-recognition of the *tréma* in *Caraïbes* and *Haïti*
- The incorrect pronunciation of the nasal sounds as in words such as *indésirable* and *principe*
- The pronunciation of *qu* in words such as *quand*
- The non-pronunciation of the ‘s’ in expressions such as *en plus* and *de plus*
- Placing a liaison between the word ‘*et*’ and the following consonant
- The pronunciation of the ‘g’ in words such as *gagner* and *espagnol*
- The poor pronunciation of words such as *pay*, *femme*, *peut*, *personne*

#### Grammar

- Incorrect conjugation/non-conjugation of verbs as seen in the following: \**je parler*, \**les élèves participer*, \**ils doit*, \**c’est peut*, \**ils veut*, \**devenirai*, \**avons devenu* and so on.
- Incorrect use of articles such as: \**la futur*, \**un solution*, \**le Caraïbes*, \**à le*, \**à les*.

\*An asterisk indicates an incorrect form, spelling or structure.

- Incorrect use of plurals as seen in \**des centres commerciaux*
- Incorrect use of possessive and other adjectives, for example, \**ma père*, \**ma devoir*, \**tous les choses*, \**ce organisation*.

- Omission of the subjunctive as in *\*bien que les gens sont...* ; *\*Je ne crois/pense pas que c'est...*
- Incorrect use of negatives as seen in *\*Je ne fais qu'une chose pas.*
- Use of the definite/indefinite articles with professions after the verbs *être* and *devenir*
- Use of English and Spanish words in *\*expecter, \*muy, \*plane, \*place de travail* and so on.

### Good Expressions

- ✓ *un thème brûlant*
- ✓ *une gamme de*
- ✓ *il est primordial que*
- ✓ *remettre en question*
- ✓ *tant de jeunes*
- ✓ *être en mesure de*
- ✓ *au sein de la famille*
- ✓ *sans aucun doute*
- ✓ *la cohésion sociale*
- ✓ *passer sous silence*

### **Recommendations**

#### Quality of CDs/Recordings

- Teachers are being strongly advised to listen to all recordings before submitting CDs/cassettes to CXC so as to ensure optimal quality of samples and that files have been successfully copied and saved. Some recordings were totally inaudible or too low.
- When saving recordings, preferably on a CD, ensure that they are saved as a music file. Guidelines concerning this are stated on the CXC website. This should be observed because files saved in another format will not open on a CD player, computer or DVD, all of which are used by moderators. When this is not done, it impedes the moderation process since schools have to be contacted at this point.

*\*An asterisk indicates an incorrect form, spelling or structure.*

- Efforts should be made to ensure that both teachers and students sit close to the recording device so as to ensure a better level of sound. Also, teachers, as far as possible, must ensure that the area used for recording is free from external noises and interruptions.



- Teachers are being strongly advised to label the CDs/tapes clearly. In the case of CDs, the outer case as well as the CD itself should be labelled so that they can be easily identified.
- When students' work is being submitted on one CD, the work should be done on separate tracks.

### Quality of Language

- It is imperative that students be given opportunities to do frequent oral presentations in order to help them develop their fluency in French. This can be done in the form of power-point presentations, for example.
- Dedication of teaching time for the review/teaching of grammar must be seen as critical for speaking as well as writing.
- More time should be spent preparing the Topic and General Conversation sections.
- The questions in the Topic Conversation section should not allow students to simply regurgitate the information given in their presentations but rather lead to a discussion that allows them to express opinions and develop other points from their research.
- Teachers should vary the type of questions asked in terms of difficulty.

### Quality of the Examination

- Teachers need to ensure that they comply with the stipulations for the length of the examination as set out in the syllabus.
- Teachers should also remember to announce that they are changing from the topic conversation to the general.
- Students must remember that their research must be based on a French-speaking country.
- Allowing students to pose questions allows for greater interaction and makes the conversation more natural. However, teachers are being urged to keep their responses brief and to limit the number of questions from the student (no more than three).

### The Moderation Form

- Marks must be entered in ink.
- Teachers should enter only the information at the top of the form as well as the students' marks. They should not put their initials or the date at the bottom of the form.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**MAY/JUNE 2015**

**FRENCH**

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## GENERAL COMMENTS

Although the candidate population for this subject remains small, the overall performance in both units remains commendable. This year for the first time, part of the exam (Paper 01 both units) was marked online. The process on the whole was satisfactory. Detailed analysis of the various papers follow. It is hoped that the comments provided will prove to be very useful for teachers who are preparing students to sit this exam in the future.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Listening Comprehension

Paper 01 was marked electronically for the first time, which had implications for the way in which candidates presented their work. This will be discussed further in the section with recommendations.

Performance was average on the whole, with grades ranging from poor to excellent. Candidates were required to respond to all questions in English. In Section A, there were five short selections based on topics from Modules 1 (*L'individu, la famille et la vie journalistique*) and Module 3 (*L'environnement*). In Section B, candidates had to listen to an extended interview based on a topic from Module 2 (*La société et les affaires sociales*).

#### Section A – Short Selections

##### Selection 1

The topic of this selection was Family (Module 1).

For Part (a), many candidates understood that the Caribbean family had undergone changes, but many did not understand that the changes had been profound and had destroyed the traditional stability of the family.

For Part (b), the majority of candidates received full marks. They were required to name three types of families from a list that included nuclear (traditional), extended, single-parent, recomposed families or common-law relationships (concubinage).

Part (c) proved to be the most difficult. Many candidates could supply only one of three factors responsible for disrupting the family — *the financial independence of the mother*. Nevertheless, it is worthy of note that many candidates wrote ‘the *dependence* of the mother’ instead. Many also misunderstood ‘concubinage’, taking it to mean that some men had ‘outside women’ or were cheating on their spouses. As for the other possible answers, few candidates were able to say that family members moved away, or that family life was challenged. Some candidates seemed to have drawn on previous knowledge to answer the question.

Part (d) was also challenging. Some candidates described France as a developing country. Some gave their own opinion: someone wrote, for example, “To stay together, there must be love and communication”. The following answer received full marks:

In general, this tendency (disruption of family structure) is more explicit in the developed countries than in poor countries.

### Selection 2

The topic was Health and Fitness (Module 1).

Part (a) proved difficult and most candidates did not earn full marks. Some wrote that the schools had adopted a plan to improve meals for students, instead of stating that the schools wanted *a healthy and active school environment*.

In some cases for Part (b), there was an overlap with Part (c), with some candidates including ‘physical activities’ as part of their answer. Although many did get the reference to improved or healthy meals, the other point required — *the reduction (by 72 per cent) of the number of overweight children* — was more challenging. Many candidates had problems with numbers throughout the examination.

Many candidates got at least three out of four marks for Part (c). This is one such example:

They included physical education as part of their curriculum, eliminate soda drinks — carbonated drinks, give classes on health and nutrition.

The fourth point required was *They provided healthy meals*.

For Part (d), lack of comprehension saw candidates receiving only one mark for referring to *the involvement of community members in health-related activities* (and it was important to state the *type* of activity in order to get the mark). Many candidates wrote that the staff was also involved in these activities, instead of stating that the staff was offered training (“[*Les écoles*] *ont offert une instruction au personnel de l’école*”).

### Selection 3

The topic was Deforestation (Module 3). Performance was good, on the whole.

For Part (a), most candidates did very well, and were able to say that the solution was the reforestation of deserts and the preservation of Amazonian and tropical forests. Some candidates had problems with the English for *reforestation* (‘reafforestation’, ‘forestation’).

For Part (b), most candidates were able to score full marks, with the answers *population increase* and *urbanization*. Very few gave *the extraction of gold and iron*, and others who mentioned extraction sometimes referred to the extraction of water or logs, which earned no marks. Even fewer candidates referred to *la surexploitation agricole*.

Many candidates opted for *They died of fatal diseases* for Part (c) (worth one mark), whereas some who chose to mention the reduction in population struggled, once more, with the correct numbers. A mere handful understood that the Indians had been expelled by multinational companies.

Many candidates scored full marks for Part (d), but some had problems with the figures.

#### Selection 4

The topic was The Destruction of the Environment (Module 3).

For Part (a), many candidates were able to provide the correct answer — *satisfying human needs*. Some had difficulty, however, understanding *besoins*: there were references to ‘drinks’ and ‘businessmen’. Some candidates gave answers based on general knowledge rather than the information on the recording.

The answer to Part (b) was widely known, but many candidates had ‘petrol’ instead of *oil*, and therefore lost a mark.

The majority of candidates answered Part (c) correctly, although a number of them, no doubt using previous knowledge, said that carbon emissions ‘destroyed the ozone layer’.

Some candidates found Part (d) difficult, although most managed to score some marks. One candidate received full marks for writing:

Diminish the capacity to respond to human needs presently and in the future.

#### Selection 5

The topic was Global Warming (Module 3). Performance was excellent.

Most candidates received six or eight marks out of eight. Those who got one wrong often chose (b), or sometimes (c) or (h). The correct answers were (a), (d), (f), (g). It was pleasing to see that candidates followed the instructions carefully, and did not tick more than the required number of sentences. Candidates should note, however, that it is **not** necessary to put an X beside incorrect sentences.

#### **Part B – Extended Interview**

#### Selection 6

The topic of this selection was Violence and Young People (Module 2). This section proved to be challenging. Some candidates relied on previous knowledge in their answers.

For Part (a), most candidates were able to state the topic of the book, but some misunderstood *il vient de*, and wrote ‘he is going to publish’, instead of *he has just published*.

Candidates who experienced difficulty with Part (b) misunderstood the comparative ... *ne sont pas plus violents qu{e}*... and gave answers such as ‘are no longer violent’, ‘are even more violent’ and ‘are not violent’. There was also a problem with *il y a vingt ans*, with some candidates stating that young people were violent at age 20. Most candidates recognized that behaviours had changed.

Part (c) was not done well. Most candidates who received marks were only able to state that views on violence had changed. Many candidates misunderstood the word *réactive* and wrote ‘active’ instead, radically changing the meaning, for example, ‘The population was active in

violent activities.’ The correct response was that the population was *more reactive to violent events than in the past*. Another point was that people tolerated violence less than before.

For Part (d), many candidates were able to state one or the other of two pieces of information provided by statistics — *violence was on the decline or stable*. Some candidates had a tendency to combine two parts of an answer, and that happened here with ‘a stable decline’. No marks were awarded for that answer. Some candidates gave answers taken from the wrong part of the selection, referring to a feeling of insecurity within the population.

Part (e) proved to be a very difficult question. One of the few examples of a candidate expressing the main points well in his or her own words was:

The media changed. They make each event an issue, and the population thinks that it is a delinquency explosion.

Many candidates received only one mark for Part (f) and were unable to state that young people had displayed behaviours that were contrary to adults’ expectations.

For Part (g), some candidates were able to score some marks, but many found it difficult to give a complete response. One candidate got full marks for the following response:

Presently, when young people want anything, they demand it right away, and if they do not obtain it, they become violent.

Some candidates were able to score at least one mark for Part (h).

For Part (i), most candidates understood that *values* had changed, although some thought that *valeurs* was in the singular and interpreted it to mean ‘self-worth’. It was far more challenging to understand *le sens de l’ autorité*.

Some candidates used their own ideas in Part (j), with comments such as ‘adults should lead by example’. Many did not understand the word *inspirer*. Some candidates were able to state that *one should inspire in young people respect for life and human beings*.

## **Recommendations**

With the advent of online marking, it is even more important that candidates make every effort to write clearly and legibly. They should avoid crossing out words and writing over them. If they write over pencil notes in ink, they should take care to erase the pencil notes. With online marking, both show up as black ink on the scanned copy, and one will be indistinguishable from the other. Also, if candidates use the extra pages, it is recommended that they indicate that the answer is written elsewhere.

Students should be encouraged to do more research, or read more widely, both in English and in French. They should also listen to presentations on topics related to the syllabus. This would serve two purposes. Firstly, it would expose them to additional ideas/information about the topics. Secondly, they would become familiar with more vocabulary, and this could improve their spelling.

Another point about vocabulary is that candidates should study cognates and *faux amis*, both those used generally, and those related to the topics. An example of this is *le pétrole*. Basic vocabulary, including numbers, should also be mastered.

Although it is essential to be knowledgeable about topics, candidates should resist the temptation to write what they know as general knowledge, and pay attention to the facts presented in the selection.

Candidates should reread their answers and pay attention to proper expression in English, even if no marks are deducted for incorrect grammar, as seen in some of the examples above that received full marks. In some cases, though, marks could not be awarded because the answers were incoherent or incomprehensible.

Students should be given more practice in class. They should be encouraged to listen to French as well as speak it more in class and outside of the class room. Nasals, for example, need attention: many candidates were unable to distinguish between *l'indépendance* and '*la dépendance*'.

### **Paper 02 – Reading and Writing**

It cannot be overemphasized that students and teachers alike must make every effort to pay special attention to the comments and recommendations made in the subject reports considering that some of the same errors are made year after year, which gives the impression that the reports are not taken seriously.

Paper 02 consists of seven questions: Section A — Reading Comprehension (Questions 1 and 2), and Section B — Essay (Questions 3–7).

#### **Section A – Reading Comprehension**

In this section of Paper 02, candidates were presented with two passages, both in French. Passage 1 was based on Module 1 (*L'Individu, la Famille et la Vie journalière*), and required candidates to respond in French to questions asked in French. Passage 2 was based on Module 3 (*L'Environnement*) and required candidates to respond in English. There was also an exercise in which synonyms were to be found in the passage for a number of words and expressions in French.

##### Passage 1 – Le Sport

Performance on Question 1 ranged from poor to very good, with many candidates scoring over 87 per cent.

Forty-seven per cent of the candidates scored between 21 and 24 out of 24 possible marks; 33 per cent of the candidates scored between 17 and 20, and 20 per cent scored between 13 and 16 marks. Candidates' lack of vocabulary prevented them from understanding the passage, and as a result, there was misinterpretation of some questions. The lack of vocabulary, coupled with poor grammar, produced distorted answers when some candidates tried to use their own words.

In far too many cases, candidates copied the answers directly from the passage, making no effort to change anything. Sometimes they wrote down entire paragraphs, including portions which had no bearing on the answer(s).

Part (a) was fairly well handled by many strong candidates. However, many candidates who tried to explain the information for this answer misunderstood the information in the passage and focused more on crediting sports for persons being muscled and toned, instead of identifying the details required. Strong candidates understood that persons in good physical condition or who practised sporting activities had the best scores in cognitive evaluation tests.

Part (b) presented difficulty for some candidates. While there were those who scored full marks, there were others who were unable to determine from the passage that for older persons, practising sports reinforced concentration and memorization and enabled them to go from one task to the other. Some candidates mentioned ‘multitasking’ in their responses, but this was not stated in the passage.

Part (c) also presented difficulty for some candidates. The responses for Parts (b) and (c) were often interchanged, and both were to be found, in fact, in the second paragraph. It was very clear from the passage, however, that the answer to Part (c) lay in the fact that a regular sporting activity reinforced one’s ability to concentrate, be cautious and respond quickly to danger while behind the steering wheel. Candidates must read carefully and analytically to see where the cut-off point for one question lies in relation to the next question in order to avoid answers overlapping.

Not many candidates scored full marks on Part (d). Many failed to realize that paragraph 3 of the passage contained all the points needed for a full answer. Candidates were expected to include in their responses, the fact that results had been very significant with respect to memorization, and that a large amount of information could be memorized. Other points were that a sporting activity also helped to maintain the brain or cerebral arteries and improved oxygen intake in the neurons.

There were candidates who confused the responses in Parts (c) and (d), writing the Part (c) response in Part (d), and vice versa.

Although Part (e) seemed quite straightforward, some candidates were unable to express correctly the fact that just 30 minutes of a sports programme each day were enough for someone to lose weight, instead of spending an hour each day doing the same activity. A response such as the following would have gained full marks:

*Les sportifs très motivés perdront du poids en faisant de petites séquences de sport.*

Part (f) was generally well handled, with most candidates being able to identify the four activities mentioned in the sixth paragraph: brisk walking, do-it-yourself jobs, household tasks and gardening, that is, *marcher rapidement, le bricolage, le ménage et le jardinage*.

Part (g) was also well treated, as most candidates scored full marks. They were able to identify the three health measurements mentioned:

*le taux de lipides, le taux de glucose dans le sang, et la tension artérielle.*



## Passage 2 – La Pollution

Performance on Question 2 was much better than on the first question. Candidates needed, however, to be more attentive in providing the information required.

Some candidates had difficulty locating answers or misinterpreted certain key words such as *la gestion*, interpreted as ‘gesture’; *la mise en œuvre* taken to mean ‘ouvrir’; *les immondices*; *le déversement* taken to mean ‘diversification’; *les eaux usées*; *les déchets*; *les circuits de refroidissement*; *les usines électriques*; *mondial* taken to mean ‘worldly’. Other lexical items such as *voire* (paragraph 5), *un décret-loi*, *freiner*, *sensibiliser*, *formation*, *viser* (final paragraph) were not always understood.

Part (a) was generally well understood and the majority of candidates scored full marks. A few candidates scored only two marks as they wrote ‘worldly’ instead of *worldwide*. An answer such as ‘pollution is everywhere’ or ‘pollution is worldwide’ did not score full marks as examiners were looking for precision in the response. A continuation of the answer was expected: *Pollution is a local, continental and global phenomenon* according to the passage.

Part (b) proved problematic for some candidates as they either missed or omitted important information or misinterpreted the information given. In the very first paragraph, it was stated that factories contribute to air pollution (*les fumées des usines*) and the pollution of soils. Some candidates missed the point that rivers are also polluted chemically or biologically because of factory waste. It should also have been noted that factories deposit hot water (a form of thermal pollution) in rivers, causing algae to spread/proliferate and the fish in rivers to die. Misreading *l’eau chaude* and writing down ‘cold water’ can lead to a negation of the entire answer and, therefore, candidates must spend some time rereading their responses to avoid unnecessary loss of marks due to carelessness.

Part (c) was satisfactorily handled by many candidates as they were able to gain at least four out of the maximum five marks. There was enough information which was fairly straightforward for candidates to have gained full marks on this question. A candidate’s careful reading of paragraph 4 of the passage gave the correct response:

There is an urgent need for environmental action to be taken in Haiti because of the bad and inappropriate management of waste (**not** ‘poor management of the environment’ as indicated by a few candidates), the dumping of garbage on the streets, roads and in rivers which poses a dangerous threat to the health of the population.

Part (d) was fairly well done by many candidates who scored full marks. Some candidates apparently did not know the lexical item *un décret-loi*. However, they were able to write enough information for this response from paragraph 5, and indicated that legislation was enacted to deal with Haiti’s environmental problem. An example of a candidate’s full response was:

A law was adopted by the Ministerial Council on 12 October 2005 pertaining to the protection and management of the environment. This law would ensure that the environment is safe and that legal actions would take place if this law was ignored. Imprisonment could also result from damages done to the environment.

Part (e) was also well done. Many candidates were able to identify two strategies out of the four mentioned in the passage (at the end of paragraph 6) for the control of pollution.

Parts (f) to (j) were generally well handled. However, in a few cases, the scores were less than four out of five for these synonyms.

Some incorrect answers included:

Part (f): '*exige*', '*sale*'.

Part (g): '*provient*'; some wrote '*origine*' or '*la plupart*' or '*œuvre*'

Part (h): '*désagréable*'

Part (j): '*œuvre*' or '*en conseil*'

The correct answers expected were: (f) *à l'origine de*; (g) *se mettent à*; (h) *immédiate*; (i) *précisément*; (j) *freiner*

### **Recommendations**

- Candidates should pay close attention to instructions as there were some candidates who did not heed the instruction to use their own words when answering the questions for Passage 1. Every effort must be made to rephrase when answering the questions to Passage 1. Using chunks of the passage verbatim is penalized.
- Candidates should, at all times, number the questions they are answering. In the same vein, they should also write their registration number at the top of each answer page.
- Candidates are also encouraged to write legibly as marks may be lost if examiners cannot read poor handwriting.
- Neat work at all times is to be encouraged. Untidy work with much crossing out of answers or parts of answers must be avoided.
- Candidates must give consideration to the number of marks awarded for a question as this is usually an indicator of the depth of the answer required, that is, the marks may refer to the number of points that should be recorded in an answer.
- Candidates should read carefully and pay close attention to the vocabulary used in the comprehension passages. For instance, a basic word such as *le ménage* should not be taken to mean 'manage' or anything related to 'management'.
- Special attention should be paid to synonyms, as the parts of speech are the indicators that help candidates to choose the right word from the passage. It must be borne in mind that the synonyms in the passage generally have the same tense, gender or number as the words in the questions. It is also useful to note the paragraph from which the synonym is taken. It should be remembered that the synonym is often one word and, therefore, there is no need to write an entire phrase.

## Section B – Essays

In this section of the paper, candidates were required to write an essay of 300–350 words in French on one of five topics taken from Module 2 of the syllabus — *La Société et les Affaires Sociales*. Marks were awarded for the organization and presentation of ideas, as well as the use of coherent, grammatically correct French, and the range of vocabulary and idioms. Candidates are expected to write essays with a proper introduction, three to five paragraphs presenting at least three clear points in their discussion of the topic, and a brief conclusion. Much maturity of thought is expected from candidates in this section.

Candidates were given a choice of five questions to write on one of the following topics: Gender Roles in Society; Employment and Unemployment; Religion in Society; Education; Crime and Violence.

Questions 3, 6 and 7 were the most popular among candidates.

Performance this year ranged from extremely poor to very good, with the majority of candidates gaining between 11 and 16 marks out of the maximum 24 marks on every topic. There were some excellent scripts in which candidates showed very good mastery of French and presented well-argued points. There was good usage of link words and paragraph leaders in some essays, and candidates are encouraged to continue writing well. However, there were still far too many basic grammatical errors that continue to be the greatest challenge. There were also quite a number of syntactical errors that led to incoherent writing. It was a challenge for some candidates to spell properly and find the right words in French.

### Question 3: Gender roles in Society

*“La situation de la femme a beaucoup évolué. Exploitée autrefois, devenue aujourd’hui l’égale de l’homme, la femme jouit pleinement de ses droits”. Discutez librement cette opinion.*

Candidates were expected to deal with the evolution of women: exploited in the past and today, becoming men’s equals, and therefore, enjoying their rights fully. A balanced discussion of this topic should take into consideration that women are still being exploited today in some parts of the world and therefore, without any rights and certainly not considered men’s equals. The Caribbean perspective on women could have been examined in greater detail. Many candidates did not fully develop their arguments on this topic or failed to give a balanced view on the condition of women. There were candidates who spoke about women’s ability to lead in high-profile positions (for example, in politics in the Caribbean and other parts of the world), and their position beside the men in jobs that were once considered male-dominated. Points that could have been included in the essays are: *women being relegated to the position of housewives; working mothers (bread winners) and the economic benefits to the home; advantages/disadvantages of being a career woman; raising children while working and imparting moral values to them.*

#### Question 4 : Employment and Unemployment

*“La récession économique cause beaucoup de problèmes dans le monde du travail. Les natifs croient que les étrangers prennent leurs emplois. D’où la discrimination et le racisme.” Commentez cette assertion.*

This was not a popular question and those who attempted it and could not choose something else might have been intimidated by the length of the statement. Candidates were expected to speak to the types of problems caused by economic recession in the working world. They should have focused on the idea of nationals thinking that foreigners were replacing them in the jobs available and as a result, there was discrimination and racism. Is it because foreign expertise is needed — the expertise not found among the nationals? Lay-offs, redundancies — why? Is it that the nationals are not allowed in the jobs because of poor work ethics on their part and better work ethics on the part of the foreigners? Other points of view would have been welcome.

This question was either not fully understood, misinterpreted or not given full treatment by those who attempted it.

#### Question 5: Religion in Society

*“Tout en inspirant la paix et la justice dans le monde, la religion doit éviter l’extrémisme.” Discutez.*

Religion is not generally a popular question with examination candidates and this question was the least popular. Those who chose to do it responded effectively. Several candidates simply wrote on the role of religion rather than discuss religion as a way of inspiring peace and justice. The candidates who attempted this question spoke about the ill effects of extremism in religion, illustrating their point with the example of the Islamic State and the subsequent atrocities they commit in the name of Islam, their religion, or they wrote about the Inquisition that once existed, and the religious wars of the past. Of those who did this question, no one mentioned religious dogma or fanaticism or the fact that certain kinds of persons are not treated as equals in the church, nor did they proffer a reason as to why this is so.

#### Question 6: Education

*“Plus une population est éduquée, mieux elle se développe.” Vrai ou faux? Discutez cette affirmation.*

This was a very popular question among candidates. Stronger candidates made mention of academic, moral, emotional, spiritual and professional education which all help to better educate the individual, and by extension, the population as a whole. All these facets help in the development of a nation. Most candidates agreed with the statement and presented well-argued points. Some candidates failed to deal adequately with the statement, thereby not giving a balanced view. Some candidates made mention of very well-educated individuals who were criminals, or corrupt politicians/world leaders or prominent members of society who contribute nothing to their country except to help to ruin it by fraud and embezzlement. Ideas were not always well expressed, as vocabulary sometimes proved a challenge.

### Question 7: Crime and Violence

*“Les jeunes commettent des crimes violents parce que les gouvernements ne leur présentent aucun programme d’insertion ni de réhabilitation dans la société actuelle.” Commentez cette affirmation.*

This was another popular question which candidates explored effectively. Mention was made that other factors caused young people to commit crimes, and that it was not only because government had no rehabilitation programmes in place for them. Also, the point was made by a few candidates that government was not the only entity responsible for ensuring the well-being of young people so that they could keep away from crime. Other institutions to help young people that could be mentioned include the school, the church, the family/home, and other well-thinking organizations at the community level to ensure a crime-free society. At best, these institutions should aim to help to reduce crime in the society and not leave everything to the government.

### **Weaknesses/Common Errors**

- **Use of tenses:** *Hilary Clinton a annoncé qu’elle \*sera \*candidat (incorrect tense for reported speech)*
- **Subject/verb agreement:** *les personnes qui \*n’est pas ...; les problèmes dans la famille \*peut causer un manque ...*
- **Noun/adjective agreement:** *personnes \*qualifiés; les personnes étaient \*considéré; les \*affaires \*publique*
- **Spelling:** *le \*pay (for le pays); ils peuvent \*accroître; en \*primer lieu; pour \*concluire; plusieurs \*lieus; les \*affaires \*publique; la \*courture*
- **Weak vocabulary:** *peut \*escaper; un manque de \*guidance; plusieurs \*factors; \*l’éducatif système; pour \*courir le pay bonne; \*resolver les problèmes, \*l’individuel*
- **No contraction made:** *\*de les gens; contribuer \*à le développement*
- **Elision not made:** *parce que \* ils ne sont pas éduqués; avec beaucoup de \* argent*
- **Flaws in idiomatic expressions and in structure:** *plus \* personnes; \*parce que de leur religion; le type d’emplois \*est dépendant sur le \*pay; \*le monde travail; la situation va \*empire; ... \*sont dépendent des autres; beaucoup \*des ...*
- **Wrong gender and/or wrong position of adjective:** *\*un \*content population; leur \*académique expérience*
- **Wrong gender:** *\*une accroissement*
- **Passive voice not known:** *\*a envoyé instead of “ont été envoyés”*
- **Confusion between parce que and à cause de:** *\*parce que du crime*
- **Confusion between mieux and meilleur:** *une \*mieux formation*

*\*An asterisk indicates an incorrect form, spelling or structure.*

### Strengths/Good Usage

- *De nos jours le crime est un fléau qui menace la paix globale.*
- *Le bouleversement de la structure familiale*
- *D'ailleurs*
- *En guise de conclusion*
- *Il est évident*
- *Selon une étude en 2013*

### Further Comments/Recommendations

- Examiners found that candidates needed to show more depth in their treatment and discussion of the topics they attempted. Some candidates are still disregarding elements of the mark scheme which require that relevant facts, ideas and opinions be included. *Research is, therefore, very important.* Candidates must demonstrate in their essays that they have read widely, thereby providing good coverage of the topic under discussion.
- Most candidates adhered to the word limit and there were only a few candidates who wrote extremely short essays. It is, therefore, necessary that candidates stick to a good essay plan in order to produce an acceptable written piece.
- Candidates must try to enhance their essays with good grammatical usage, idioms and varied vocabulary. Vocabulary relevant to the topics should be studied and used.
- Attention must be paid to correct spelling.
- Teachers should provide more practice in essay writing, as it is an art to master. The essay question attempted must be properly understood and interpreted, and a plan done before putting pen to paper.
- Good penmanship is to be encouraged as it is sometimes difficult for examiners to decode illegible handwriting.
- Candidates must be careful not to write back pre-learned essays on a related topic. Very often the responses are not going to be relevant and will, therefore, score a low mark.

### Overall Recommendations Regarding the Examination

- Teachers and students are encouraged to plan well so that they cover all aspects of the syllabus before the examination.
- Teachers must ensure that students have mastered the basic and finer points of French grammar, and that they have studied the relevant vocabulary for the essay topics in order to enhance their performance.
- Students must be encouraged to study the questions carefully and to plan their responses so as to ensure that they obtain the maximum number of marks.
- Students must also be encouraged to check their work in order to avoid careless errors in their final presentations.
- Students must understand the importance of listening to and speaking in French on a daily basis. This will greatly improve the level of a candidate's performance in the examination.
- It cannot be overemphasized that much individual effort is needed on the part of students (outside the classroom) if they are to master a foreign language. They need to **read** widely, **listen** to French, practise **speaking** every single day and **write** down

thoughts on various topics. All this will help to improve the standard of French of our students.

### **Paper 03 – Literary Analysis and Themes**

Under the theme of *La jeunesse*, the following texts were studied: *Un papillon dans la cité*, by Gisèle Pineau and *La rue cases-nègres* by Joseph Zobel. The texts *La Chute* by Albert Camus and *Une si longue lettre* by Mariama Bâ were set for the second theme, *L'individu et la société*.

#### **Section A – Literary Extracts**

In this section, candidates were required to answer one of four questions based on a literary extract taken from the prescribed texts listed above, commenting on plot, setting, characterization, and simple literary techniques.

#### **Popularity of Questions**

The majority of candidates, approximately 44 per cent, responded to Question 4, on *Une si longue lettre*. The other responses were distributed among the other three texts, with about 30 per cent of candidates selecting *Un Papillon dans la cité*; 16 per cent, *La rue cases-nègres*; and approximately 10 per cent, *La Chute*.

#### Question 1: *Un Papillon dans la cité*

This was the second most popular question. Thirty-nine per cent of the candidates earned marks between 12 and 16, a similar percentage scored between 8 and 11, and 22 per cent received marks below 8.

In Part (a), most candidates were able to score full marks. Some candidates felt that changing the topic of conversation indicated *fermeté* on Félicie's part. A few candidates who seemed unfamiliar with the text, incorrectly assumed the note passed was a love note.

In Part (b), candidates generally understood the meaning of *une crise d'adolescence masculine* as appropriate in the context. However, many only showed the negative aspects of the gang, neglecting to mention Mo's admiration for them, as he thought them *cool*. Both ideas were necessary for a full score.

In Part (c), candidates generally scored full marks.

Parts (d) (i) and (ii) posed the most difficulty for candidates. In Part (d) (i), many candidates, even the excellent ones, failed to identify the use of *langage familier* in two expressions – *on s'en moque, pas vrai? Y'a qu'une seule mer//On s'en fout ...*

In Part (d) (ii), the lack of a correct response in Part (d) (i) sometimes affected what was written. Some candidates were able to phrase a correct response about the closeness of the relationship between the two characters. Others took a different slant, looking at what the expressions indicated about each character. Both interpretations were rewarded.

Question 2: *La rue cases-nègres*

This question was the third most popular. About 46 per cent of those attempting it received marks between 12 and 16, with 41 per cent between 8 and 11, and approximately 13 per cent scoring less than 8.

Responses to Parts (a) and (b) were generally accurate. In Part (a), most candidates were able to identify at least two unhappy circumstances of the protagonist's childhood. In Part (b), most candidates identified phrases indicating M'man Tine's frustration with José.

The responses for Part (c) were often the same as for Part (b). Very few candidates identified techniques such as the repetition of *pour moi*, or of the possessive adjective *tes*. On the other hand, they were able to give relevant citations in which these techniques were used: *Tes maladies, c'est pour moi. Tes crises de vers, c'est pour moi...*

For Part (d), candidates needed to show how the development of the argument in paragraphs 1 and 2 led to the decision made in paragraph 3. Many did this successfully. For others, however, it was challenging to make the link between the first two paragraphs, which they seemed to have understood, and the third which presented the logical conclusion to M'man Tine's complaints about José and his bad behaviour.

Question 3: *La Chute*

This was the least popular text. An analysis of the performance of candidates on this question revealed that 36 per cent received marks between 12 and 16; 23 per cent between 8 and 11; and 41 per cent under 8.

In Part (a), candidates performed fairly well, with responses that were very general. The comments required support from the appropriate section of the extract.

For Part (b), some candidates had difficulty showing what conclusion could be drawn concerning the change in the narrator's attitude or behaviour, based on the section of the paragraph that they chose to quote.

Part (c) posed a challenge because many candidates did not appear to understand what *pathétique* meant. As a result, they had difficulty expressing how the narrator displayed this characteristic, with his *petit univers clos* and his choice of words to refer to himself, *je suis le roi, le pape et le juge*.

In Part (d), the use of *dans le texte* in the question confused some candidates who felt it referred to the entire text and not just the extract. Both interpretations of '*dans le texte*' were accepted. Many candidates were unable to show understanding of the idea of *isolement volontaire* and therefore could not apply it to either the extract (or the text) effectively.

Question 4: *Une si longue lettre*

This was the most popular text and generally candidates who chose this extract performed well. The majority of candidates who attempted this question, 56 per cent, earned scores ranging from 12 to 16; 25 per cent received a score between 8 and 11 and 19 per cent received scores which were under 8.



For Part (a), most candidates struggled to identify descriptors which gave an insight into the narrator's character in the first paragraph. Many just used a quote without identifying what it revealed about the narrator's personality. Some candidates were unable to identify the first two lines as the first paragraph referred to in the question. Some candidates fell back on general descriptors normally applied to the narrator, many of which were inaccurate for this particular paragraph.

For Part (b), some candidates failed to identify the double duty of the working woman at home and on the job, focusing only on the tasks at home.

For Part (c), two ideas were needed: (1) the sisters-in-law did not envy the narrator's way of life, and (2) they preferred a life of leisure. Most candidates understood this.

For Part (d), candidates needed to show how hard life was and explain its rewards. Some did not express the idea of the difficulties of life and focused only on the rewards. Many candidates used quotations accurately.

### **Recommendations**

- Students should be given regular practice with different types of questions.
- Teachers must continue to place emphasis on characterization, plot, themes and narrative techniques.
- Candidates should avoid merely lifting citations from the text when explanations are requested.
- Constant review of grammar is essential. Also, students should be encouraged to increase their exposure to the French language with a view to improving the quality and range of the language used in the responses to the extracts.
- Students should be exposed to different registers of language.
- Teachers need to make sure to reinforce pages 33–35 of the syllabus which provide definitions of instructional words such as *indiquez*, *décrivez*, *commentez* etc.

### **Section B – Themes**

Candidates were required to write one essay, of 450 to 500 words in English, from the thematic areas *La jeunesse* (*Un papillon dans la cité* and *La rue cases-nègres*), and *L'individu et la société* (*La Chute* and *Une si longue lettre*). Four questions were given, two on each theme. Overall, the majority of candidates displayed a commendable knowledge of the texts.

### **Popularity of Questions**

The majority of candidates, approximately 35 per cent chose Question 7. The other responses were distributed among the other three texts, with about 33 per cent responding to Question 5, 20 per cent to Question 6 and 12 per cent to Question 8.

The preferred text for the majority of those who responded to questions based on *La jeunesse* was *Un papillon dans la cité*. However, the majority of candidates chose a question based on the theme *L'individu et la société* and their preferred text was *Une si longue lettre*. The least popular text was *La Chute*.

### Question 5

*Discuss the theme of friendship in the text that you have studied.*

This was the second most popular question. The scores were distributed as follows: 6 per cent between 26 and 32; 45 per cent between 21 and 25; 40 per cent between 16 and 20; 9 per cent between 11 and 15. No candidate scored below 11.

Generally, candidates were able to identify key friendships and showed adequate knowledge of the texts and the theme. Some candidates spent too much time on minor relationships, while others misinterpreted friendship to mean relationship, especially between parent and child.

Candidates who opted to base their answer on *La rue Cases-nègres* gave a positive portrayal of the friendships between José and Médouze, José and his young friends on *rue Cases-nègres*, at school and in Fort-de-France. Some candidates referred to friendship between José and his grandmother, which was not accurate. The better candidates were able to analyse the nature of these friendships and discuss the impact on the characters. Some candidates simply retold the story, presenting various friendships.

Most candidates chose to write about *Un papillon dans la cité*. Some candidates focused almost entirely on the friendship between Félicie and Mohammed, while others also discussed Félicie and Laurine. As with *La rue Cases-nègres*, some candidates presented the bond between family members, in this case, Félicie and her grandmother and Papa Jo, as examples of friendship. Similar trends of analysis and storytelling were seen here as well.

### Question 6

*“The novel is one dealing with transition.” Discuss with reference to the text that you have studied.*

This was the third most popular question. About 20 per cent of candidates chose this question. Scores ranged as follows: 24 per cent of candidates scored between 26 and 32; 37 per cent between 21 and 25; 31 per cent between 16 and 20; and 5 per cent scored under 15.

For both texts, most candidates were able to identify physical movement as an aspect of transition. In some instances, better candidates were able to analyse the effect of these transitions on the characters.

Candidates who opted to base their answer on *La rue Cases-nègres* were sometimes limited to giving examples of changes in José’s dwelling places.

Most candidates opted to base their answer on *Un papillon dans la cité* and were able to discuss the main changes experienced by the main characters.

### Question 7

*“The portrayal of the narrator is somewhat admirable.” Discuss this perspective of the narrator with reference to the text that you have studied.*

This was the most popular question. About 35 per cent of the candidates chose this question. Their scores were distributed as follows: 15 per cent of them scored between 26 and 32; 47 per cent between 21 and 25; 33 per cent between 16 and 20; 5 per cent scored under 16.

A number of candidates who responded performed well, with many choosing to answer this question using *Une si longue lettre*. They were successful in identifying and discussing, with relevant illustrations and quotes, admirable qualities of the narrator, Ramatoulaye. A few candidates chose to show negative qualities about the character also, and were sometimes contradictory.

Very few candidates opted to base their answer on *La Chute*. Some had difficulty handling the question.

### Question 8

*Comment on the social relationships as they appear in the text that you have studied.*

This question was the least popular choice among the candidates. The scores were distributed as follows: 13 per cent of candidates scored between 26 and 32; 50 per cent between 21 and 25; 25 per cent between 16 and 20; 12 per cent below 16.

Once again, the overwhelming majority of candidates chose to respond to this question using *Une si longue lettre*. They had a very good knowledge of different types of relationships in this text. Many chose to identify and discuss two parties in a social relationship; some chose to look at different types of social relationships and often brought a richer analysis through this treatment of the essay. Other candidates only presented various characters and gave examples of their relationship, which led to storytelling. A few candidates focused exclusively on the main character and this led to a repetition of ideas.

Very few candidates opted to base their answer on *La Chute*. They struggled to identify social relationships in this text.

### **Further Comments/Recommendations**

- Students should be exposed to more discussion related to the author's technique, style and tone when dealing with set texts.
- Candidates must be encouraged to take time to plan the essay in order to avoid rambling. Although there was evidence of improvement in this area, candidates should continue to pay attention to the organization of the essays so that ideas can be communicated in a coherent and clear manner.
- Candidates need to adhere to the word limit as penalties are imposed if it is exceeded. Generally, nothing is read after the cut-off point, therefore candidates may end up with lower than expected marks on a particular question. Quotes are included in the word count.
- Candidates are reminded that a French text, not the English version of the set text, should be taken into the examination.
- Candidates should note that they are rewarded for using valid citations in French to support points. They should be given much more guidance and practice in the selection and use of quotations to illustrate the points made. Care must be taken when using ellipsis with citations to ensure that the relevant part of the quote is written clearly.

- Indicating page numbers should be avoided when using illustrations/quotes as there are various editions of the texts being used.
- There is no need to translate French quotes used in the essay.
- Candidates need to read instructions and questions carefully before answering the set question. It would also be useful if while writing the essay, they check the topic at intervals to avoid any digression.
- Candidates must be reminded that, for their own safety, their registration numbers must be written in the spaces provided on pages used since papers can become detached.
- Candidates need to know the difference between a summary of the story and analysis of the story.
- Attempted responses should be clearly deleted if cancelled.

## UNIT 2

### Paper 01 – Listening Comprehension

Paper 01 was marked online for the first time. Extra pages were added, with instructions for using them. The implications for the way work is presented are discussed in the recommendations at the end of the report.

Performance was satisfactory on the whole. Candidates did quite well in Section A, but Section B was challenging, and some questions were left blank. Overall, grades ranged from weak to excellent. Candidates had to write all answers in English. There were five short selections in Section A, based on topics from Modules 1 and 3 (*L'actualité*, and *L'industrie et l'économie*), and an extended interview based on Module 2 (*La science et la technologie*) in Section B.

#### Selection 1

The topic was Human Rights (Module 1).

Most candidates did well on Part (a). Some were unable, however, to understand *le monde développé et les pays émergents*, and gave answers such as 'developing and emerging countries'.

For Part (b), most candidates understood *tortured*, but quite a few interpreted *arrêtés* as 'stopped' instead of *arrested*.

Most candidates did well on Part (c).

Again, many candidates did well on Part (d) and were able to identify the professions named — *lawyers and journalists*. There were others, though, who either omitted lawyers or wrote 'advocates' instead. Some had given the answer in Part (c) instead.

Performance on Part (e) was good on the whole, with candidates referring to *democracy and an independent judicial system*.

For Part (f), two elements were required: *sexual slaves* and *soldiers*. Most candidates got the first one right.

## Selection 2

The topic was Relationships between French-speaking Countries in the West Indies and other Caribbean Countries (Module 1).

Part (a) was widely known.

Candidates did well on the whole on Part (b), but some put 'Haiti' instead of *Port-au-Prince*, or had other answers such as 'Port-de-Prince', 'Fort-de-France', 'Guadeloupe', 'St Eustatius', 'Sans Souci'. The date was correct for the most part, but some put '2002' instead of 2012.

Many candidates answered Part (c) correctly, but some put only *the CARICOM office*. The other organization was *the Committee for the creation of the Academy of Haitian creole*. Answers were given credit even if all the elements had not been given.

Most candidates received two or three out of three marks for Part (d). However, 'Dominique' and 'the Dominican Republic' were given instead of *Dominica*, and some wrote 'Italy' and 'Natalie' instead of *Haiti*. The third country was *Saint Lucia*.

Most candidates did well on Part (e). However, the response 'facilitating cultural exchange' came more readily than the segment on forming a bloc of creole-speaking countries.

Most candidates got full marks on Part (f).

## Selection 3

The topic was Agriculture and Economic Development (Module 3).

Most candidates managed to get one or two responses right for Part (a). Many understood *the reduction of poverty* and the fact that *agriculture employs more than 40 per cent of the population*. Weaknesses in vocabulary, however, as well as in listening skills, appear to have caused problems for some candidates who were unable to give another reason, in order to gain the third mark. Many did not understand *le secteur agricole est au cœur de l'économie* or *une importante source de devises*.

Part (b) was widely known.

Part (c) was well handled on the whole, although *planificateurs économiques* was difficult ('economic planificators', 'planters').

## Selection 4

The topic was Energy Sources (Module 3).

Part (a) was well handled, although some candidates were misled by the *faux ami le pétrole*, and so wrote 'the petrol crisis' instead of *the oil crisis*.

Part (b) was also done well on the whole, although some candidates were misled by a *faux ami*, this time *énergétique*, and so wrote 'energetic demand' instead of *energy demand*.

Some candidates handled Part (c) well. However, others were only able to write ‘It is not expensive’, for one mark. Some had difficulty with the comparison: *It is 30 per cent less than in the rest of Europe.*

Part (d) was widely known, but several candidates were unable to translate *le charbon* properly, and wrote ‘charcoal’ and ‘carbon’ instead of coal.

### Selection 5

The topic was Online Stores (Module 3).

Parts (a) and (b) were done well by the majority of candidates, although some omitted the key word *online* in Part (a).

For Part (c), most candidates scored one mark for ‘reduction offers’. Very rarely did a candidate get the response *free delivery*.

Part (d) was difficult for some candidates, although they seemed to get the gist. They had to mention keeping clients up to date with novelties or special offers.

Part (e) was generally understood. Many candidates were able to restate the idea of keeping client information secure. One candidate wrote, for example:

Persons can steal financial and personal information like credit card details so security helps to stop theft.

## **Section B – Extended Interviews**

### Selection 6

The topic was Mobile Telephones (Module 2). Part 1 was much better handled than Part 2, perhaps because it corresponded more to candidates’ own realities.

Most candidates managed Parts (a) to (d) well.

In Part (a), most candidates understood that adolescents were major users of the mobile phone and that they contributed to its technological development. Many lost a mark, however, for failing to say *how* they contributed (*by their purchases or comments*).

A good example for Part (c) is as follows:

It allows freedom for the teen, while maintaining a link with the parent.

One problem in Part (d) was the expression *en dehors du domaine parental*.

Part (e) was probably one of the most difficult questions, as many candidates were not familiar with the word *déplacements*. Errors included ‘the reduction of cards’, ‘can reduce class displacements’ and ‘the displacement of work’. One candidate was awarded full marks for:

The cost of travel, in terms of work or in daily life.

Most candidates had little difficulty answering Part (f), although some had problems with *all socioeconomic strata*. In some cases, expression was poor.

Some candidates handled Part (g) well. Others seemed confused and ended up giving the opposite answer. They were expected to say that *poor people spent less on food/ clothes/leisure* (any two areas).

Part (h) proved challenging. The expected response was that young people in Niger would benefit from the sale of phonocards and phones, which would enable them to assist their families financially. Some candidates were only able to get one mark for the reference to helping families.

### **Recommendations**

With the introduction of e-marking, scripts have to be scanned and then downloaded. It is therefore even more important for work to be legible. Candidates are asked to:

- Avoid writing in pencil and then writing over in ink. It is better to erase the pencil marks.
- Make it clear when a part of an answer has been crossed out.
- Indicate when an answer has been written on one of the extra pages.

As for Unit 1, students need to be given more opportunities to practise listening comprehension in class and on their own. Not only is it important to use past papers, but there are many interesting ways of listening to French — in music, on YouTube, in movies, on RFI and other radio stations, TV5, or even in a conversation.

Candidates need to read more and become familiar with the topics.

Special attention should be paid to basic vocabulary such as numbers, dates, professions and names of countries.

Candidates should study cognates and *faux amis*. Some of the more common ones have been noted this year, as they were in previous reports, for example, *le pétrole – oil*. Candidates should note that *petrol* is translated as *l'essence* in French.

Although it is better to write something than to leave an answer blank, candidates should not simply write what they know about an issue, but pay attention to the facts presented in the selection.

Candidates should remember that marks are lost for answering in French.

### **Paper 02 – Reading and Writing**

Performance on Unit 2, Paper 02 this year was commendable despite candidates' difficulties with comprehension and their writing ability in French. The marking team found that Passage 1 and the questions were quite challenging for candidates, taking into account the topic, the vocabulary and expressions used and the style of the questions.

It was observed that for Parts (b), (c) and (d), there were many instances in which candidates confused the responses, for example, substituting the answer for Part (b) for Part (c) and vice versa and the same for Parts (c) and (d). Quite a number of candidates also copied the answers word for word from the passage, including large chunks of irrelevant material.

It cannot be overemphasized that students and teachers alike must make every effort to pay special attention to the comments and recommendations made in the subject reports. Teachers are advised to take the comments made in the subject reports seriously as the same errors are seen year after year. These reports are especially beneficial to new teachers and students doing the CAPE French programme who stand to benefit greatly from the comments and recommendations made.

Paper 02 consists of seven questions: Questions 1 and 2 in Section A (Reading Comprehension), and Questions 3–7 in Section B (Essay).

### **Section A – Reading Comprehension**

There were two passages in French in this section of Paper 02. Passage 1 was based on Module 1 (*L'actualité*) and required candidates to respond in French to questions asked in French. Passage 2 was based on Module 3 (*L'industrie et l'économie*), with questions in English and responses to be given in English. This section also carried an exercise on synonyms, where words or phrases were to be found in this second passage in French.

#### Passage 1 – *Les conflits sociaux*

Performance was satisfactory on the whole with the majority of candidates gaining marks in the middle range out of a maximum 24 marks.

Part (a) posed difficulty for many candidates who scored no marks for this question. They seemed to have misunderstood and, subsequently misinterpreted the question. Candidates missed the point with respect to the contrast that was to be made between conflict as a normal part of the way society functions or as abnormal, indicating its dysfunctional aspect. In other words, candidates were unable to explain in their own words, the elements which made it difficult to determine the role of conflict in society.

An acceptable and appropriate answer is as follows:

*“\*Au premier du texte, on pose la question du rôle du conflit: Est-ce que c’est un phénomène normal qui \*contribue à une société qui fonctionne \*efficace ou est-ce ça \*contribue au désordre social?”*

Part (b) was also problematic in that many candidates interchanged responses for Parts (b) and (c). Many candidates were unable to identify in the passage the stages of conflict and the result(s). Candidates were expected to identify as *étapes* (stages) the following: *interactions – modifications – analyses des moyens d’apprentissage – interprétations – résolutions* and as *résultats* (results): *adaptation, progrès social* or *changements sociaux* or *transformation sociale positive*.

*\*An asterisk indicates an incorrect form, spelling or structure.*



Part (c) also posed a problem for many candidates who gave the response for Part (c) in Part (b). An appropriate response would have been:

*L'écrivain dit que le conflit peut être "verbal" (par exemple, dans les médias ou au Parlement) ou "matérialisé" (grève ou manifestation) ou "physique" (affrontements / luttes) ou "guerrier" (guerre civile / violence).*

Part (d) was well treated by most candidates as they correctly identified the elements needed for this response in paragraph 3. A correct response such as the following would have included all these elements:

*Depuis les années 90 on observe une augmentation des conflits qui n'arrêtent pas le travail, par exemple, le refus des heures supplémentaires, l'utilisation de la pétition à travers l'Internet où des pétitions en ligne posent des problèmes aux compagnies qui se voient d'une image négative.*

Part (e) was satisfactorily done for the most part. There were some candidates who failed to see that this was a two-fold question: *identify* the conflict and *supply* four of the main elements of this conflict. Some could not identify the conflict. However, most were successful in naming the four elements. A correct response from paragraph 4 would have been:

*Les conflits de générations se créent (se manifestent) entre les enfants du baby-boom et leurs aînés. Les jeunes contredisent les valeurs culturelles, les vêtements, les coiffures, les goûts musicaux, la morale et le rôle des hommes et des femmes.*

Part (f) was problematic for a number of candidates. They did not score full marks on this question as they either misunderstood the information in the passage or they expressed their answer to the second part of the question in such poor and incoherent French that all meaning was lost. Candidates, in general, did not make the comparison between the specific situation in France versus that in Europe. Some candidates made mention of racism throughout Europe but failed to acknowledge that there was violence that accompanied it. Many did not seem to understand that with regard to ethnic violence, France was still quite far away from *total war*. Often they just wrote back the last line of the passage: ... *la France se situe au niveau 40 ... (guerre totale)*.

### Passage 2 – *Le tourisme, peut-il nous sauver de la crise?*

Performance on this question was satisfactory. However, there were instances where vocabulary and general understanding of the passage proved to be a challenge for average and weaker candidates. They had difficulty in expressing themselves, even in English. To a great extent the answers were distorted as a result of word for word translation of the information given in the passage.

For Part (a), many candidates were able to score between two and four out of five marks. The idea that there were measures to redress the problem of de-industrialization in France and that they would not have an immediate impact, eluded a great number of candidates who did not correctly interpret the "*ne ... que*" used in the sentence. A correct and full answer follows:

*In the first paragraph, the writer tries to convince the reader that tourism can help save a country in crisis. Louis Galois highlighted to the government the fact that there is an*

*alarming de-industrialization of the French economy. The measures foreseen to redress this are expensive and cannot have a full impact on the economy in the short term. So he highlighted other activities, like tourism, that can balance the external trade accounts of the country.*

Parts (b) and (c) were often challenging for many candidates as they could not clearly see the boundaries of each question and, therefore, determine the answers needed. A candidate's correct answer for Part (b) was:

*Investors may be discouraged from France's tourism industry for several reasons. Firstly, the rank of France in terms of world tourism has dropped severely. Secondly, France's hotel industry has declined in quality as it is now outmoded. Then, there is the well-known arrogance of the French in terms of welcoming visitors. Additionally, France is considered weak in terms of being multilingual, which discourages visitors. Lastly, there are new pioneers emerging in the field of tourism such as China.*

Part (c) also posed problems for candidates in that the answer to this question was confused with the answer to Part (b) or Part (d). Again, candidates could not determine the boundaries of this question. The following answer from a candidate gained full marks:

*The passage suggests that the two senators, André Ferrand and Michel Bécot, considered tourism as a veritable sector for the country, which is not the case for majority of French authorities. They believe that the relative 'lack of knowledge' makes tourism an essential activity in the service sector, but is considered as "less noble" than the stronger 'industrial' sectors.*

Part (d) was often problematic and the answers not expressed very well. It was the general observation that paragraph 5, in which the response was to be found, was not well understood by many candidates. It was obvious that candidates had challenges in analysing the information given in the passage. A correct response would have been:

*Poor public relations will have a negative impact on the growth of tourism in France at an international level or particularly of visitors from developing nations. In other words, France's poor public relations with other countries, if not improved, will not encourage nationals from emerging countries to visit the country and, therefore, this will not lead to a growth of tourism in the country.*

Part (e) was also not an easy question to answer for some candidates. Only the stronger ones were able to formulate acceptable responses to this question. This may have been due to candidates' inability to understand, interpret and write an answer indicating what tourism could do and what France must do. Responses such as 'A balanced conclusion was created as he stated that tourism can bring benefits and it can improve what France has to offer' or 'The writer highlights both the advantages and disadvantages of tourism, thus, giving a balance' or 'The writer provides a balance as he gives a summary of the way tourism cannot help versus the way it can' did not receive full marks as they lacked specifics. A fuller response would have been:

*Tourism must not be seen as a miracle solution to the declining industrial sector. Tourism can improve the socioeconomic situation (jobs and finances) — optimism. On the other hand, France must improve what it has to offer if this is to be realized — caution.*

Parts (f) to (j) were not always well handled as some candidates seemed to have misunderstood the words and phrases.

Part (f): Incorrect answers — ‘*compter sur*’; ‘*a remis au*’. (Correct answer: *souligne*)

Part (g) was generally well handled. (Correct answer: *conjugée*)

Part (h): Incorrect answer — ‘*mise en cause*’. (Correct answer: *sensiblement*)

Part (i): Incorrect answer — *considérée*. (Correct answer: *estiment*)

Part (j): In some cases, no answer was given for this part. (Correct answer: *domaine*)

### **Recommendations**

- In responding to questions, teachers could suggest to their students that they examine carefully what is asked in the question that follows the one they are answering so that they have a good idea of the boundaries of each question.
- Vocabulary building and constant studying and reuse of new vocabulary is encouraged as a wide range of vocabulary helps in responding to questions on Passage 1, where the candidate must use his or her own words. Practice in building word families, changing nouns to verbs and vice versa should be frequently done in class and for homework.
- As was said in earlier reports, candidates ought to pay closer attention to parts of speech when answering this section of the paper. It must be borne in mind that synonyms in the passage generally have the same tense, gender or number as the words in the question. It is also important to note the paragraph in which the synonym is to be found. Candidates should also note that the synonym is often *one* word and there is really no need to write an entire phrase such as *qui souligne l'ampleur* as the synonym for *met l'accent sur*.
- There should be more practice in reading comprehension, especially dealing with questions which require deduction or inference, evaluation and synthesis. There is clearly a need for students to hone their analytical skills and to improve their expression in French. More effort must be made as well to respond to the questions using their own words since there is far too much wholesale copying of material from the passage.
- Candidates should pay attention to the number of marks allocated to each answer to help them determine the number of points to be made.
- All efforts should be made to read the information in a more thorough way in order to understand it better and not just to pick out areas of the passage where it seems answers should be found.

## Section B – Essays

In this section, candidates were required to write an essay in French, using 300–350 words on one of the five topics from Module 2 (*La Science et la Technologie*). The areas from which candidates were expected to write one essay were:

- The impact of science and technology on disease prevention and cure
- The impact of science and technology on genetic practices
- The impact of information communication and technologies on social and economic life

Candidates were also expected to show that they could organize and structure their ideas clearly and present relevant arguments in a coherent and convincing manner. As for Unit 1, essays were expected to have a good introduction, at least three well-developed and illustrated points and a brief conclusion.

Essays ranged from very poor to excellent. Those candidates who scored high marks for content demonstrated the ability to research the relevant topics and vocabulary according to the scope of the syllabus. These candidates are to be commended for the very good organization of their essays, including a clearly defined introduction and conclusion, and well-developed points.

It was, however, disappointing to encounter some of the same basic errors that are usually committed year after year. These errors were predominantly grammatical. At times, expression in French was so weak that even though candidates may have had solid points, the language really distorted what they tried to say. There was also much indication that weak vocabulary hampered candidates' efforts to express themselves well in writing. This must be seriously addressed. Far too many candidates received a rating of minimal and below for the category of expression.

Questions 6 and 7 were the most popular.

### Question 3: The Impact of Science and Technology on Disease Prevention and Cure

*“En essayant d'éradiquer les maladies traditionnelles des pays en développement, les scientifiques peuvent contribuer à leur développement socio-économique.” Discutez.*

This was not a popular question. Although those who attempted it performed satisfactorily, there were ways in which they could have improved their essay. For example, they did not highlight the contribution to the socioeconomic development of the country; they simply discussed the advantages for the individual. Candidates needed to make the link between the absence of traditional diseases and socioeconomic development. Mention could also have been made of the traditional diseases to be eradicated from developing countries, as there would be implications if a large portion of a government's budget had to be diverted to health care, disease prevention and cure.

### Question 4: The Impact of Science and Technology on Genetic Practices

*“Beaucoup de gens ont peur des recherches génétiques.” Est-ce que cette peur est justifiée?*

This was not a very popular question. The candidates who attempted it were able to give the pros and cons of some genetic practices and justify why there would be fear. Mention was made of stem cell technology and some candidates dealt with cloning and its implications, for example. Others also examined genetically modified foods and genetic engineering. However, it was disappointing that arguments lacked depth, there was a paucity of ideas, no development of important points and weak vocabulary on the part of some candidates. It was clear that others, usually the stronger candidates, were comfortable with these topics based on the information they shared, but in general, they did not discuss the fears/negative aspects of genetic research.

### Questions 5 – 7: The Impact of Information and Communication Technologies on Social and Economic Life

#### Question 5

*“Les avantages du e-commerce sont surestimés en comparaison avec ceux du commerce traditionnel.” Commentez cette opinion.*

This essay topic was not popular. Candidates who wrote on this topic tried, for the most part, to outline the advantages and disadvantages of e-commerce and compared these advantages to the traditional way of conducting business/shopping. Some candidates who attempted this question did not focus enough on the idea that e-commerce was overrated, and so did not have much to say on this issue. Some of the points discussed included: price, convenience/inconvenience, efficiency, quality of goods and services, range of goods and time constraints.

Candidates needed to show what impact e-commerce had on social and economic life and say whether and how ICTs would have a positive or negative impact in the future.

#### Question 6

*“Ce qu’on appelle les médias sociaux ruinent la vie sociale.” Discutez.*

This was the most popular question. The candidates who wrote on this topic showed their wealth of knowledge of different kinds of social media and how they were able to ruin social life. Many candidates understood what was required of them and presented good arguments. Mention was made of the art of communication being lost as family members and friends do not write to each other and the popular texting has taken over. Some candidates also mentioned the joy that is now lost as no one looks forward to receiving mail from the post office. Also, privacy in one’s life is no longer guaranteed, as everyone knows everyone’s business because of Facebook, etc. People can be maligned online — an example of cyberbullying. Other points included the ruining of family relations, especially at mealtimes and other special occasions, isolation and damaged self-esteem.

However, social media have not all been villainous and negative, as there have been some positive outcomes from social media, such as reuniting long-lost friends, the use in education, communication (video phones), maintaining contact with family and friends despite geographical distance, using Skype and other such media. One candidate made the point that face-to-face relations should never be replaced by cyberrelations. Mention was also made of broadening one’s cultural, geographical and moral horizons.

There were candidates who discussed the advantages and disadvantages of cellular phone usage while driving. This point was not considered relevant to this topic.

The vocabulary used was quite relevant and examiners felt that the candidates who scored high on content had demonstrated independent research on the topic.

### Question 7

*Discutez l'importance de l'ordinateur et les produits dérivés pour le système éducatif.*

This question was also very popular among candidates. They were able to discuss in depth the use of computers and their related counterparts which assist greatly in the education system. Mention was made of the use of printers, tablets, smartphones and virtual cultural visits to different countries using the Internet and multimedia projectors, thus improving and diversifying various aspects of learning. Another point is that messages and lessons can be sent to persons far away when there is distance learning taking place. A few candidates, however, focused on the computer and did not adequately discuss the other products. Many candidates gained marks between 13 and 24 out of 24 marks for this question.

### **Weaknesses/Common Errors**

- Subject/verb agreement: *il y a les personnes qui \*allons aux pays*
- Wrong grammatical structure: *\*sont essayant; les scientifiques qui n'ont pas \*un impact; la majorité de la population \*vive \*en les crises de pauvreté; avec\* e-commerce; moins \*temps; depuis plusieurs \*d'années; ce fait doit \*suscite; il faut \*souvenir des copines qui restent directement ...; ..nos cyber-relations \*devenissent plus fortes; \*nos vies journalistes; ... \*à l'autre côté du monde; plus \*des problèmes; qui peuvent \*ruinent la vie sociale; on doit \*considère; à cause \*du \*sa; le racism \*peuve \*resulted; \*en \*touts les \*places dans le monde*
- Noun/adjective agreement : *les pays \*développé; les problèmes sociaux \*majeur; \*un image \*positif (consequential consistent error); un journal \*locaux; \*sa point de vue; la recherche \*recent; \*tous le monde*
- **Spelling:** *qui \*possé un problème; par \*exemple; \*serrait; \*responsable*
- Careless omission of plural form: *les \*avantage; \*l'ordinateurs*
- Wrong plural form: *aux \*hôpitals*
- Incorrect vocabulary: *la qualité \*supérieure; \*especialement; \*transplantation d'\*orgains; la communication entre \*personnes est \*blessé ; \* à la mi-temps (for à temps partiel)*
- **Elision not made:** *parce que \* il y a ; que \*ils affectent la vie sociale; que \*il y \* personnes*
- Wrong position of adjective/wrong agreement : *d'une qualité \*meilleur*
- **Wrong gender/article:** *\*la choix; \*le perte; \*un boutique*
- Incorrect object pronoun: *"... \*les donne*
- No partitive article: *avec\*tâches*
- Inclusion of English words such as: *rather, over, no longer*

*\*An asterisk indicates an incorrect form, spelling or structure.*

### Strengths /Good Usage

It is always encouraging to see very good use of the target language and this was commendable. Examples of good usage are as follows

- En outre ...
- En plus ...
- Premièrement ...
- En revanche ...
- En conclusion.../Pour conclure ... /En guise de conclusion
- Il va de soi qu'il y a des avantages et des inconvénients en ce qui concerne les médias sociaux
- Grâce a des médias sociaux
- Une voix globale
- Donc ...
- Pourtant ...
- Les liens forgés en ligne ne sont jamais aussi \*fortes que les liens forgés en \*face à face
- Donc, à mon avis, c'est notre devoir de veiller à ce que nos relations \*réales ne soient pas \*négligés ...
- \*dûe aux médias sociaux, la vie privée peut être considérée comme une chose du passé

### Further Comments/Recommendations

- Students must read widely in order to raise their level of awareness and gain more insight into topical and current issues, especially those in Module 2. They must be guided on how to approach and treat different topic areas for essay writing.
- Candidates must stay within the prescribed word limit (300–350 words) and pay more attention to the structure of the essay.
- The use of anglicisms and literal translations must be avoided at all costs. This practice was very evident in this year's essays from some candidates.
- It cannot be overemphasized that candidates must address all the weaknesses in grammatical structures, spelling and idiomatic structures to ensure that they write appropriate and correct French in their essays when they come to sit the examination.
- Candidates should try to develop three main points in their essays.
- Candidates should practise using statistics and referring to actual events, where possible, to enhance their essays.

## Paper 03 – Literary Analysis and Themes

### Section A – Literary Extracts

Candidates were required to answer one of four questions based on a literary extract taken from the prescribed texts — *Pays mêlé suivi de Nanna-Ya*, *Pays sans chapeau*, *Les mains sales* and *Une saison au Congo*. Candidates were required to comment on plot, setting, characterization,

themes and simple literary techniques. The performance of candidates ranged from minimal to excellent, but, on average, candidates performed very well.

The responses were well distributed among candidates, however, the most popular choice was Question 3: 32 per cent, followed closely by Question 4: 27 per cent; then Question 2: 23 per cent and Question 1: 18 per cent.

Question 1: Pays mêlé suivi de Nanna-Ya

This was the least popular question. Fifteen per cent of candidates achieved marks between 12 and 16, a greater percentage, 38 per cent, achieved marks between 8 and 11 and 29 per cent scored between 4 and 7 while 18 per cent scored below 4.

In Part (a), some candidates confused Antoine with the narrator, or confused Antoine Jr and Antoine Sr. However, many were able to identify the very good critical skills of the narrator and give examples.

Part (b) was widely known.

For Part (c), a fair number of candidates were able to comment correctly on the importance of the *Place de la Victoire*, either as an area preferred by Antoine, or because of its social relevance in the past.

Part (d) was fairly well done. Not all candidates were able to identify two themes relevant to the extract and the literary work. The notion of change/development was not obvious to many candidates. Another possible answer was *les rapports familiaux*.

Question 2: Pays sans chapeau

This was the third most popular question and candidates performed very well here. Fifty-six per cent achieved marks between 12 and 16; 32 per cent between 8 and 11; and 12 per cent between 4 and 7. Candidates had little trouble understanding the extract and interpreting the questions.

In Part (a), candidates should have depicted the qualities of both friends and should have identified the close bond among the three.

In Part (b), the impact of Antoinette on the three friends was clear to most candidates.

Part (c) presented a challenge to many candidates, who did not recognize the switch to direct speech or the use of dialogue or the use of terms such as *hurle presque*, *après en avoir goûté avec la pointe de sa langue* as examples of the techniques used.

For Part (d), the themes here were tied to the other questions and were evident in the extract itself, so candidates had no difficulty linking these themes to the entire novel.

Question 3: Les mains sales

This was the most popular question and candidates scored very high marks here. Fifty-four per cent scored between 12 and 16; 27 per cent between 8 and 11; and 19 per cent under 8.



Generally, candidates were very familiar with the plot and characters. The major difficulty stemmed from the fact that candidates sometimes could correctly identify a personality trait for Olga as seen in this extract (Part (a)) but had difficulty matching ideas in the extract to themes present in the entire work for Part (d).

#### Question 4: *Une saison au Congo*

This was the second most popular question and candidates were able to perform very well on it. Forty per cent scored between 12 and 16; 42 per cent between 8 and 11; and 18 per cent under 8.

For Part (a), candidates found it difficult to condense the various views on independence to convey the playwright's intentions.

Part (b) also required some analysis of the conversation between the Mungala and the Mukongo tribesmen.

Part (c) posed a bit of difficulty as well. The optimism of this section of the play, in which the former opponents put aside their differences momentarily to share a drink, was missed by some candidates and/or they could not explain it well.

In Part (d), candidates found it easy to identify themes from the entire work which were present in the extract (*l'indépendance, le conflit*).

### **Section B – Themes**

Candidates were required to write one essay, of 450–500 words in English, from the thematic areas *La vie moderne* using texts: *Pays mêlé suivi de Nanna-Ya* or *Pays sans chapeau* and *L'engagement politique et social* using plays *Une saison au Congo* or *Les mains sales*.

Four questions were given, two on each theme. In general, many candidates displayed a sound knowledge and understanding of the plot and the characters of the set texts but some struggled to apply what they knew to the questions set. The mark scheme awards marks for application of knowledge.

The majority of candidates, 45 per cent, responded to a question from the theme *La vie moderne*. Question 5 was the most popular, followed by Question 7. The least popular was Question 6.

#### Question 5

*Discuss the theme of love with reference to Pays mêlé OR Pays sans chapeau.*

Thirteen per cent of respondents received a score between 26 and 32; 49 per cent between 21 and 32; three per cent between 16 and 20 and five per cent below 16. There were a fair number of responses for both set texts. With *Pays mêlé suivi de Nanna-Ya*, there were cases where candidates used short stories other than the two indicated in the syllabus.

Candidates understood the texts and most could clearly see the cases or types of love in both texts. Not all choices were appropriate and the best examples from the texts were sometimes overlooked.

#### Question 6

*“The text is typically Caribbean.” Discuss this view with reference to the text that you have studied.*

Fifty-three per cent of respondents received a score between 21 and 25 and 47 per cent scored between 16 and 20. This was the least popular question, although the performance was good.

Most candidates were familiar with the plot and the characters. The application of knowledge was again a weakness; some candidates showed limited knowledge of what was typically Caribbean. There was a lot of mere recalling of the story. Candidates readily referred to superstitious beliefs, language, food and single parenting in the case of *Pays sans chapeau*. With *Pays mêlé suivi de Nanna-Ya*, candidates discussed race and pigmentocracy.

#### Question 7

*“A common goal . . . yet great disunity.” Discuss this point of view with reference to the play you have studied.*

Nine per cent of the candidates scored between 26 and 32; 40 per cent between 21 and 25; 42 per cent between 16 and 20, and nine per cent between 11 and 15.

This question required a thorough understanding of the plot in both plays. Candidates generally identified the factors that led to disunity in both plays, although in *Les mains sales*, candidates focused heavily on Hugo and Hoederer. Difficulty in applying knowledge of the set texts to the question was the major weakness identified and this led to some storytelling.

#### Question 8

*“From the perspective of governance, the play is somewhat disturbing.” Discuss this point of view with reference to the play that you have studied.*

Five per cent of candidates scored between 26 and 32; 58 per cent between 21 and 25; 32 per cent between 16 and 20 and five per cent between 11 and 15.

Many candidates struggled to explain ideas related to governance in both plays. There were many rambling explanations and limited examples.

#### **Further Comments**

- Candidates need to be encouraged to be more concise in their introductions.
- Candidates must adhere to the word limit, 450 – 500 words; this includes quotations.
- More practice in essay writing is essential.
- Candidates should read questions closely before choosing and attempting them.
- Teachers need to remind students that quotations must be in French. In addition, candidates must make sure that all quotations used are valid. More practice is needed

in inserting quotations into written presentations. Long quotations, extending over several lines, are to be avoided.

- For *Pays mêlé suivi de Nanna-Ya*, candidates must stick to these two short stories only and not discuss other short stories by the author, which, though included in some versions, are not on the syllabus.

## UNITS 1 and 2

### Paper 04 – School-Based Assessment

The School-Based Assessment (SBA) component of the Modern Languages syllabus encapsulates some of the major tenets of foreign language learning. These include the thrust towards developing an awareness and an appreciation of the cultural contexts of countries, in particular those in the Caribbean where the language is spoken. One other aspect is the acquisition of the requisite skills for collecting, analysing and exchanging ideas in the target language. Once prepared in a diligent manner, this part of the examination can only serve to enhance students' foreign language learning capabilities and experience.

The performance of students ranged from excellent to poor in both Units 1 and 2, and was similar to that of previous years. There were students who had received very high marks who, throughout the examination, demonstrated their mastery of French grammar and vocabulary. Indeed, the panel of moderators was impressed by the level of research undertaken by the students in the 'excellent' band, as well as their level of fluency. However, in a few instances, it became apparent to the moderators that the examination had been rehearsed, given the unnatural style of responding to questions posed, as well as the content of the responses, very wordy and without pauses. This is never condoned by the examining team and these students had to be removed from the 'excellent' and 'very good' categories.

In Unit 1, students presented a myriad of topics including *L'obésité*, *L'euthanasie*, *L'homosexualité*, *La religion*, *Les drogues*. In Unit 2, topics included *Le tourisme*, *Les droits de l'homme* and *Le travail à domicile*, among others. Teachers must be commended for the guidance they provide to their students, for their endorsement of student-centred approach to learning and finally for their commitment to ensuring that students develop exceptionally well academically and personally from this experience. However, teachers must also be reminded of their role in guiding their students to select topics that fall within the ambit of the three modules of the unit that the student is studying. In a few instances, Unit 2 topics were presented by Unit 1 candidates and vice versa. Furthermore, those in the 'average' to 'poor' bands are a cause for concern. For these candidates, pronunciation problems abounded and there were significant challenges with syntax which demonstrated clearly their grammatical shortcomings. Students' weaknesses in these core aspects of foreign language learning became apparent in the two last sections of the examination (Topic and General Conversations). The weakest student showed a much lower level of overall preparedness and struggled to express facts and ideas through coherent sentences. This shows the need for more development in grammar skills and the need for students to equip themselves with a wider vocabulary base as it relates to their chosen topic.

Also noteworthy was the noncompliance with the time stipulated for these sections, as some students were asked as few as three questions for each of these categories (Topic and General Conversations). In addition, questions posed in the latter category were too basic. There were personal questions even at the Unit 2 level, with no reference to any of the topics covered in

the three modules. This cannot be fair to others who had to tackle questions on cloning, euthanasia and the like. The time limits for each section of the examination and the topics to be discussed are clearly indicated in the syllabus, and so there are penalties for these infractions.

### **Recommendations**

- Teachers are advised to follow the guidelines as outlined in the syllabus with regard to the time allotted for each category (pages 28–29 of new syllabus).
- Teachers must ensure that questions posed in the General Conversation are ones that assess candidates' grasp of the content of the syllabus for the relevant unit and are not focused solely on the students' personal information.
- Teachers are being urged to ensure that the room in which the examination is being conducted is, as far as possible, free from any kind of interruption, which includes public announcements.
- It is imperative that checks be made to ensure that both student and teacher are equally audible. In several instances, the recording for the student was too low and so it was difficult to hear what was being said.
- Teachers are also asked to review the recording before submitting the CDs/tapes/flash drives, as nothing could be heard on some of the devices submitted.
- Teachers are asked to protect the integrity of the examination by allowing students to work independently and not be privy to the actual examination prior to the date of the examination.
- At the start of the examination, students should state clearly the topic that they will be presenting, and this must be done in FRENCH.
- Teachers must encourage the students to speak; the examiner should not seek to dominate the conversation by way of lengthy responses when asked questions by the student.
- Teachers are reminded that submission of FIVE samples requires that the teacher submit recordings of **the five students whose names appear on the sample list** as generated by CXC. There is absolutely no need to submit recordings for an entire class, unless there are fewer than five students in the class.

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**MAY/JUNE 2018**

**FRENCH**

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## GENERAL COMMENTS

French is a two-unit subject with each unit consisting of three modules.

### UNIT 1: LA FAMILLE, LA SOCIÉTÉ ET L'ENVIRONNEMENT

Module 1: L'individu, la famille et la vie journalière

Module 2: La société et les affaires sociales

Module 3: L'environnement

### UNIT 2: L'ACTUALITÉ, LA TECHNOLOGIE ET L'ÉCONOMIE

Module 1: L'actualité

Module 2: La science et la technologie

Module 3: L'industrie et l'économie

Both units are examined by four papers. Papers 01, 02, and 03 are external examinations, while Paper 041, the School-Based Assessment (SBA) is examined internally by teachers and moderated by CXC. Private candidates write Paper 042 which is an alternative to the SBA.

Paper 01 consisted of 45 compulsory multiple-choice questions with 15 questions on each module. Each module contributed 24 marks to the total 72 marks for the paper. This paper contributed 30 per cent to the unit.

Paper 02 consisted of seven questions, divided into two sections. Section A consisted of two passages, based on Modules 1 and 3, requiring short responses. Section B consisted of five essay questions based on Module 2.

Paper 03 consisted of eight questions. Students were required to answer two questions, one from Section A (Literary Analysis) and one from Section B (Thematic Essays).

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 — Multiple Choice

Paper 01 consisted of 45 multiple-choice items. It was designed to provide adequate coverage of the content with items taken from sections of the three modules of the syllabus. Approximately 96 per cent of the candidates earned acceptable grades on this paper; the mean score was 47.4 out of 72 marks.

## Paper 02— Structured/Essay Questions

Once again, performance on Paper 02 was average, with grades ranging from poor to excellent.

Each year we endeavour to provide information in the subject report that should prove useful to teachers and students so that more attention can be paid to the comments and recommendations made by the examiners. Many of the same errors pointed out in previous reports are still being made and this is cause for concern. It cannot be overemphasized that due diligence must be exercised and keen attention should therefore be paid to the details in the subject report.

Paper 02 consisted of seven questions: Section A – Reading Comprehension (Questions 1 and 2); and Section B – Essay in French (Questions 3–7).

There were seven questions on the paper with percentage mean scores as follows.

Question	Question Type/(Number of Candidates)	% Mean Score
1	Compulsory (230)	16.24
2	Compulsory (230)	17.89
3	Optional (82)	14.61
4	Optional (85)	14.35
5	Optional (19)	13.84
6	Optional (29)	15.76
7	Optional (22)	8.45

### Section A – Reading Comprehension

In this section of Paper 02, candidates were given two passages in French. Passage 1 was based on Module 1 (*L'individu, la famille et la vie journalière*) and required candidates to respond **in French** to questions asked in French. Passage 2 was based on Module 3 (*L'environnement*) and required candidates to respond **in English**. There was also an exercise in which synonyms were to be found in the passage for a number of words and expressions in French.

#### Passage 1 — Black Lives Matter

Part (a) was generally well done by candidates. They scored full marks for writing *la brutalité policière* and *l'inégalité raciale*.

Part (b) was also fairly well done. Some candidates failed to see that there were three points to be mentioned: *des manifestations, des violences et des arrestations*. Some of them spoke of only two elements that caused the state of emergency. The word *arrestations* was misinterpreted by more than one candidate who wrote 'stoppages' in their answers. Others referred to cars being 'stopped': *les voitures \* été arrêtées*.

*An asterisk (\*) indicates an incorrect form, spelling or structure. Two asterisks (\*\*) indicate an omission.*

Part (c) was generally well handled. Most candidates were able to point out that *les gens ont bloqué la circulation* but some failed to see that it was *une centaine de personnes qui ont été arrêtées*. In a number of instances, candidates misread *centaine* for ‘*certaines*’.

Part (d) was well done as almost all candidates were able to say that Freddie Gray was killed by the police. Candidates did not need to include *à Baltimore* as *États-Unis* was already in the question.

Part (e) was well done by most candidates. The correct response was *la mort d’Adam Traoré* or *Adam Traoré a été tué par la police à Paris*.

Part (f) was not always well done by candidates. Some of them failed to realize that *des centaines de personnes se sont réunies autour de la Fontaine des Innocents à Paris* was the correct response. Some gained only two or three marks as they omitted one part or two parts of the expected response.

Part (g) was well done as almost everyone understood that that the struggle was against *la négrophobie* or *la détestation des Noirs*.

Part (h) proved to be challenging to candidates who did not seem to understand the last two lines of the text from which the answer came. Some candidates missed the point of the question and gave a good analysis and evaluation of the issue at hand but simply did not understand what was being asked. An acceptable response for full marks would have been the following: *Les manifestants veulent que le gouvernement fasse attention à la situation. Puisque les médias parlent beaucoup du mouvement, ils veulent que les Français comprennent ce qui se passe en France*.

#### Passage 2 — La Pollution et la santé

Performance on Question 2 was better than on Question 1. There were a few candidates who did not include important information from the passage in their responses. This is generally a module that candidates are comfortable with, and so they usually do better on this question.

Part (a) was well done by the majority of candidates who indicated in their answers that *poor or bad air quality, as well as smog, affected one’s health negatively*, thereby gaining full marks.

Part (b) was not always well handled by a number of candidates. Many candidates confused the words ‘*sensibility*’ and *sensitivity*. We were dealing with a *faux ami* in this text. Many did not know the word *sensible* in French. A correct answer would have been *the degree or level of the person’s sensitivity influences how pollution affects that person*. Those who wrote ‘*sensibility*’ in their response would not have gained full marks.

Part (c) was well done by most candidates who indicated that one must first *check or verify the air quality* when one plans to go outdoors.

Part (d) was satisfactorily done. Many candidates were able to correctly answer the first part of the question. They did not get the second half. Some candidates spoke of ‘*following the instructions on the medicine bottle*’ which was incorrect. A correct answer would have been *Persons with heart or respiratory problems should take their medication with them when going outdoors and should follow their doctor’s orders or advice*.



Part (e) was usually well done. Many candidates understood that *physical activity should be limited and that the intensity of the physical activity should be reduced when going out into polluted areas.*

Part (f) was generally well done. Many candidates were able to speak of *congested roads or roads with a lot of traffic and industrial zones* where pollution is generally very high. Some candidates spoke about areas or places with a lot of cars or traffic and this was not specific enough to gain full marks. Again, the problem of the *faux ami* resurfaced: *la circulation* was often translated to mean ‘circulation’ instead of *traffic*.

Part (g) was very well done. Candidates could have mentioned from the passage any three types of transportation that can reduce pollution to gain full marks: *public transportation, walking, cycling, car pooling.*

Part (h) was satisfactorily done. There were several answers which candidates could have provided to score the four marks allotted for this question. Many did not know the word *amiante* (asbestos) and so no one spoke about *checking for possible sources of asbestos in the home. Monoxyde de carbone* was often taken to mean ‘carbon dioxide’. There were at least eight possible ways to reduce indoor pollution that were mentioned in the passage, including *not smoking inside, opening windows in the house on a regular basis, regulating water infiltration to avoid the build-up of mould, avoiding the use of certain kinds of apparatus inside the house that use combustion fuel/fossil fuel.*

Some candidates misread the text and thought that they hit the nail on the head in saying that ‘getting a detector for carbon dioxide’ or ‘trying to detect if carbon dioxide was inside the house’ would help to reduce indoor pollution. Of course, these were incorrect answers.

Parts (i) to (m) were generally well done, with the exception of Part (k), which proved to be the most difficult item for many candidates.

The correct answers for Parts (i) to (m) are as follows:

**Part (i)** — *Variet*

**Part (j)** — *Diminuer or limiter*

**Part (k)** — *Disadvantage*. Only very strong candidates were able to write this as the correct answer.

**Part (l)** — *Demeure or résidence*

**Part (m)** — *Mesure*

### Recommendations

- Candidates are encouraged to write legibly as marks may be lost if examiners cannot read poor handwriting. They are also being encouraged to write within the specified area on each answer page as answers written outside the box **will not be scanned** and, consequently, candidates will lose marks.
- Candidates are encouraged to present work that is neat. Untidy work with much crossing out of answers or parts of answers must be avoided. There is limited space for the writing of each answer, which is considered adequate for each response. If candidates choose to cross out an answer and there is no more space on the answer page, then they *must indicate such intention* and use the extra pages given and number their answer(s) *correctly*.

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- The lines given for answers are usually adequate for answers. Candidates must try to locate the boundaries of their answers and remain within such so that they do not have to write superfluous responses which will take them out of the given lines. Questions on the passages are usually in chronological order. Candidates should bear this in mind in order to avoid the unnecessary overlapping or repetition of answers.
- Candidates must give consideration to the number of marks awarded for a question as this is usually an indicator of the depth of the answer required; that is, the marks may refer to the number of points that should be recorded in an answer.
- Candidates should read carefully and pay close attention to the vocabulary used in the comprehension passages. For instance, a word such as *plus* should not be taken to mean *beaucoup* or *régulièrement* since the context should be considered.
- Special attention should be paid to synonyms, as the parts of speech are the indicators that help candidates to choose the right word from the passage. It must be borne in mind that the synonyms in the passage generally have the same tense, gender or number as the words in the questions. It is also useful to note the paragraph from which the synonym is taken. It should be remembered that the synonym is often one word, but not more than two words.
- Again, candidates are being reminded to pay special attention to the related vocabulary in the modules they are preparing for their examinations. Vocabulary building is to be encouraged if candidates are expected to express themselves well when they write their answers to Question 1.
- Candidates should pay attention to certain common *faux amis*, make every effort to learn them, and not assume that the words are identical in both languages. Two such examples are *circulation* meaning *traffic* which was translated as *circulation* in English and *sensibilité* was translated as *sensibility* instead of *sensitivity*.
- Candidates should avoid crossing out answers or parts of answers without rechecking as they are sometimes on the right track. Some of this took place in the recent examination and, unfortunately, marks were lost unnecessarily. Time management is important in the examination and candidates should leave enough re-checking time to allow for the revision of answers. If there is uncertainty, candidates should leave the first response written. Try to avoid leaving blank spaces and attempt to write an answer. Candidates should also try to avoid leaving blank spaces and should attempt to write an answer.

### Section B – Essays

In this section of the paper, candidates were required to write an essay of 300–350 words in French on one of five topics taken from Module 2 of the syllabus – *La Société et les Affaires Sociales*. Marks were awarded for the organization and presentation of ideas, as well as the use of coherent, grammatically correct French, and the range of vocabulary and idioms. Candidates are expected to write essays with a proper introduction, three to five paragraphs, presenting at least three clear points in their discussion of the topic, and a brief conclusion. Much maturity of thought is expected from candidates in this section. Candidates made an attempt this year to include many idioms in their writing.

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Performance in 2018 ranged from poor to very good. Some candidates presented some valid points but did not pay enough attention to organizing their essays. There were still far too many basic grammatical, lexical and spelling errors. It was a challenge for some candidates to find the relevant vocabulary according to the topic under consideration.

There were essays that were written without paragraphs, thereby showing no transition from one thought to another. Some essays were quite short and therefore could not do justice to the question under consideration. Some essays showed that not much research had been done on the topics prior to sitting the exam — the relevant vocabulary was not evident. There was too much repetition of mundane phrases and too many words which were overused.

In a number of cases, the content was quite good but was marred by poor expression. Therefore, when candidates were able to score well on content, their overall mark fell because of bad expression in French.

All essays were attempted but the most popular were Questions 3 and 4. Some candidates who attempted Questions 5, 6 and 7 did not do much research in these areas as part of their Module 2 preparation and thus were not able to present well-written essays. In many cases, there was a paucity of ideas, weak vocabulary and faulty grammatical structures and spelling errors.

The essay proves to be challenging for many students as there does not seem to be enough time during the school year to pay much attention to grammar, vocabulary building and the practice of writing essays. This component needs much practice if candidates are to do very well in the examination.

#### Question 3 — Gender Roles in Society

*“Les rôles prédéterminés des sexes sont renforcés par les médias”. Commentez cette opinion.*

This question was satisfactorily done by those who attempted it. Candidates spoke about the traditional roles of both sexes and also spoke of the roles in today’s world and how the media has helped to predetermine these roles. Roles are also predetermined by cultural norms; institutions such as the family, school and church have all influenced the roles of the sexes and not only the media. Some candidates made mention of the role of television and of the press and how they all reinforce the idea that the sexes have predetermined roles. There were candidates who spoke of the media as showing modern roles of the sexes, thus eradicating the belief that the sexes have predetermined roles that cannot be changed.

Candidates could have considered the changing roles of men and women in the Caribbean family and to what extent the media reinforces these changing roles.

#### Question 4 — Employment and Unemployment

*“Le chômage est inévitable puisqu’il n’y aura jamais assez de travail pour tout le monde.” Donnez votre opinion.*

This was a very popular question and many candidates were able to present their arguments quite well despite challenges with grammatical structure and relevant vocabulary. It was encouraging to see that attention was paid to key words such as *inévitabile*, *il n’y aura jamais assez de travail*.

It was evident that some candidates had done some prior research on the topic of employment and unemployment and were able to put forth arguments and facts to explain why unemployment is inevitable:

- Large populations and not enough job creation to take care of people's need for jobs
- Economic recession in the country, an uneducated cadre of persons not being able to fill certain job
- Positions
- Too many persons with degrees in the same field and who cannot be absorbed into the workforce
- Poor governance with regards to job distribution
- Technology taking over the world, such as increased automation and mechanisation in agricultural
- Sectors, for example, thereby reducing the human resource population and so fewer persons being absorbed into the workforce
- Economies where there is no growth or too little expansion to be able to offer more jobs to persons who are qualified

Some candidates tried to balance their views by stating that entrepreneurship would be the way to go to solve problems concerning job creation. Views were put forward that laziness should not be accommodated and that persons must use their creative, innovative and imaginative skills to create jobs. However, no one mentioned how products or services created could be marketed if entrepreneurship were to be considered. Jobs would have been created but what of the buyers who would help to keep such entrepreneurs in their jobs?

#### Question 5 — Religion in Society

*“Il y aura toujours de l’intolérance religieuse entre les religions du monde.” Discutez.*

A few candidates attempted this question and those who did so tried to examine the reasons for religious intolerance — feeling of superiority with respect to another religious faith, lack of respect for another's religious culture. The example of ISIS, the extremist Islamic group, was cited as a group that hates other religions and assassinates those who do not want to subscribe to their religion. One candidate spoke about the religious crusades of the past carried out against certain types of religion and also mentioned that there have been misinterpretations and lies about certain religions that ruin their reputation.

Candidates needed to have done research on religion in multicultural societies to be able to write on this topic. Mention could have been made of the hate crimes against Muslims in the United States and in France. Also, some minority religious groups come up against nationally recognized religious groups, thereby perpetuating intolerance. In Egypt, for example, the only religious groups that are recognized are Muslims, Christians and Jews. The Baha'is are not given any recognition. The Baha'is there cannot obtain identity papers and are refused a number of public services if they refuse to lie about their religious affiliation.

In Iraq, minority religious groups, such as the Christians, Baha'is, Yezidis and Mandeans, are the targets of violence — such as murders, rapes or kidnappings. Mention could also have been made of the abuse of anti-terrorist legislations, rise in religious nationalism, and economic marginalization of minority religious groups which have fed persecutions against minority religious groups — all leading to religious intolerance.

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Some candidates spoke of a multicultural society such as Trinidad where Hindus, Muslims and Christians co-exist but do not necessarily like each other. However, there are no hate crimes that have reached alarming proportions there as the groups try to be tolerant of each other.

It could therefore be concluded that the only solutions to religious intolerance are tolerance and progressive thinking.

#### Question 6 — Education

*“On ne peut pas empêcher le harcèlement à l’école (bullying) puisque c’est un phénomène naturel parmi les adolescents.”* *Donnez votre opinion.*

Not many candidates attempted this question and the few who did obtained satisfactory marks. Some candidates felt that bullying is not to be considered *a natural phenomenon* in schools as bullying points to personal problems that bullies experience in the home and in their communities and so they bring that behaviour into school and try to assert their dominance over those who are afraid of them.

Some candidates attempted to give a definition of the key word *“harcèlement”* (bullying) and the effects of bullying which could even lead to suicide. These were considered good and valid points in the discussion of the topic. Others spoke about cyberbullying and its effects.

A few candidates pointed out that parents, and in some cases teachers, are to address the problem of bullying in schools. Others felt that the victims themselves are to be blamed for the continual problem of bullying because they fail to report the cases to their parents and to their teachers out of fear of what may happen to them if the bullies realize that they have been reported.

Candidates who wrote on this topic felt that bullying is to be considered inappropriate and unacceptable behaviour. Very few thought of it as natural behaviour among adolescents.

It was felt that bullying could be prevented if there were strict rules governing such behaviour and sanctions meted out to the offenders in an effort to protect children from such unwarranted behaviour.

Candidates could have also mentioned the signs of bullying and why some adolescents feel the need to bully others.

#### Question 7 — Crime and Violence

*“La dépénalisation de la marijuana réduirait le trafic associé à cette drogue.”* *Commentez cette opinion.*

Candidates who attempted this question did so satisfactorily but needed to pay more attention to how decriminalization would, if at all, help to reduce drug trafficking. Some spoke about the effects of ganja on the body as it can be harmful and addictive. Some points put forward included the following:

- Decriminalizing ganja would lead to fewer crimes associated with drug trafficking
- Ganja could be considered an avenue for revenue for the country if it is cultivated as an agricultural crop.
- Ganja is used by some as a good medical treatment for certain illnesses

Candidates could have mentioned that decriminalization could lead to a much smaller prison population associated with the possession of ganja and that ganja is safer than tobacco or alcohol.

### Weaknesses

- Omission of the relative pronoun *que*
- Failure to make the contraction: \*à le
- Incorrect indefinite or definite articles: \*un idée / \*une acte / \*un société / \*le mentalité / \*une problème / \*le main-d'œuvre / \*la développement / \*un compétition.
- Use of *le* with nouns ending in *-tion* or *-sion*.
- Use of *la* with masculine nouns: \*la développement . Nouns ending in '*-tion*' or '*-sion*' are usually feminine, those ending in *-ment* are usually masculine.
- Omission of articles
- Inappropriate lexical items such as \*Grâce au manque de ..." / plusieurs personnes \*laissent l'université
- Correct adjectival agreements omitted
- Correct verb and subject agreement not made: les gens \*pense
- Incorrect conjugation: les parents qui \*faisent
- Spelling errors, especially of words such as *malheureusement, régulièrement, premièrement, les vêtements*
- Use of Anglicisms, Spanish and English words in essays
- Poor sentence structure
- Failure to use *en* in the gerund: \*par partageant
- Incorrect demonstrative adjective: \*ce question / \*ce idée / \*ce enjeu
- Use of demonstrative adjective *cette* instead of *ceci*
- No pluralization of articles: \*à l'États-Unis / \*la Caraïbes /
- Use of \*des after *beaucoup*
- Failure to use *de* after negation: il n'y a pas \*le travail ...
- Incorrect preposition: dépendre \*sur instead of dépendre de
- A few examples of coined verbs: ils \*soufrissent / établi / resolver

### Strengths:

- *La réticence des travailleurs âgés*
- *En raison de.. / Certes / Pourtant / Grâce à / En plus*
- *Prenons, par exemple ...*
- *Ce faisant*
- *On ne peut pas contester le fait que ...*
- *Avec le statut de chômeur*
- *Par contre / pour commencer / en outre / par conséquent / au contraire / d'ailleurs / pour conclure ...*
- *Bien qu'ils sachent ...*
- *Réfléchissons d'abord ...*
- *Pas mal de gens ...*
- *Pour satisfaire à tout le monde*
- *Il faut bien reconnaître que beaucoup de pays ont un taux de chômage élevé ...*

An asterisk (\*) indicates an incorrect form, spelling or structure. Two asterisks (\*\*) indicate an omission.

- *Le chômage est un problème incontournable*
- *La situation devient de plus en plus (difficile) parce qu'on a trop de gens par rapport aux ressources \*limités (limitées)*
- *Tout semble indiquer que ...*
- *Malgré la situation actuelle*
- *Pour comble de malheur*
- *Le manqué de scolarisation et l'attitude des individus alimentent ce défi incontournable*
- *Si on vole de ses propres ailes en établissant une entreprise, il y aura toujours \*le (du) travail*

## Recommendations

- The topics in Module 2 of the unit need to be thoroughly researched as it is important for candidates to have relevant facts and not just opinions in their essays. Research cannot, therefore, be overemphasized. Candidates must demonstrate in their essays that they have read widely, thereby providing good coverage of the topic under discussion.
- Candidates must try to enhance their essays with good grammatical usage, idioms and varied vocabulary. Coined words should not be used in an essay in French. Vocabulary relevant to the topics should be studied and used. A number of scripts had many Anglicisms, actual English words and even Spanish in the essays. This should be avoided at all costs. Most candidates paid attention to the word limit as stipulated in the syllabus. There were only a few candidates who wrote extremely short essays and were not able to obtain a favourable mark. It is, therefore, necessary that candidates stick to a good essay plan in order to produce an acceptable written piece. The essay plan could also help candidates to reach the word limit.
- Teachers should provide more practice in essay writing. The essay question attempted must be properly understood and interpreted, and a plan *in French* done before putting pen to paper. Plans are not to be used as substitutes for a properly written essay. Plans in English will be ignored. It was encouraging to see this year that the essays were completed.
- Attention should also be paid to paragraph writing and the development of points made in the essays. Too often, valid and relevant points are made but there is no development of the ideas.
- Candidates must be careful not to write back rehearsed essays on a related topic. This happened this year and the essay was not awarded marks for content.
- Good penmanship is to be encouraged as it is sometimes difficult for examiners to decipher illegible handwriting. Candidates must bear in mind that the examination papers are now being scanned and it is not very easy to read poorly written scripts on the computer. Therefore, extra care is to be taken to form all letters properly.
- Attention must be paid to correct spelling. It was observed that spelling errors of French words occurred too many times.
- Teachers should encourage students to pay attention to the errors cited in this report and to do extra grammatical exercises that would give practice in, for example, infinitive constructions, which are frequently used in French, nouns and their appropriate articles, agreement of adjectives, concordance (correct subject and correct verb endings).

### Paper 03 — Literary Analysis and Themes

Under the theme *La jeunesse*, the following texts were studied: *Un papillon dans la cité* by Gisèle Pineau and *La rue cases-nègres* by Joseph Zobel. The second theme, *L'individu et la société*, focused on the texts *La chute* by Albert Camus and *Une si longue lettre* by Mariama Bâ.

#### Section A – Literary Extracts

Candidates were required to answer one of four questions based on a literary extract taken from the prescribed texts. Candidates were required to comment on plot, setting, characterization, themes and simple literary techniques. The performance of candidates ranged from minimal to excellent but, on average, candidates performed well.

Among the scripts, Questions 1 and 4 were the most popular, followed by Question 2 and then Question 3. Candidates seemed not to have been able to find at least four points for each answer and repeated the same information for different questions.

#### Question 1 — *Un papillon dans la cite*

Part (a) was generally well done. A few candidates were able to use their own words with responses such as *elle a le mal du pays*, *Elle resent de la nostalgie / de la tristesse*. However, for the most part, most candidates quoted the pertinent response directly from the passage.

Part (b) gave candidates some difficulties. There was some repetition of the answers provided for Part (a). Most candidates scored at least two out of four marks.

Only some candidates were able to provide the contrast required to score full marks for Part (c). Many candidates got that Man Julia was protective or strict but failed to show that she was also lenient / could not say no to her granddaughter.

In Part (d), while most candidates were able to speak about the loving words uttered by the grand-mother, not many included the negative comments. Candidates therefore only earned half the marks allotted.

#### Question 2 — *La rue cases nègres*

Many candidates earned at least three of the four required marks in Part (a). Some had difficulty *with trop de chiques* and *ses pieds sentent mauvais*.

Many candidates had difficulty with Part (b) and drew responses from all over the extract.

Candidates' responses for Part (c) were copies of the responses provided for the question.

Many candidates scored full marks for Part (d). However, some candidates lost marks because they used some of the same responses which they had already given for Parts (b) and (c).

#### Question 3 — *La chute*

Part (a) was answered well. Most candidates got two or three out of the four marks.

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In Part (b) candidates were able to gain at least three of the four marks allotted by quoting directly from the text. Most had difficulty manipulating the directions given in order to capture all required elements.

Answers for Part (c) were much better than those for Part (b). Some candidates had difficulty with *soixante-quinze mille*.

Candidates seemed to understand what Part (d) required but were unable to express themselves to gain full marks.

#### Question 4 — *Une si longue lettre*

The majority of candidates gave very good responses to Part (a).

For Part (b) most candidates scored three or four marks.

In Part (c), although most candidates scored three or four marks, it was evident that they had difficulty manipulating the information in the extract.

Many candidates scored two or three marks for Part (d). Candidates encountered challenges as they tried to extract the exact information needed for full marks.

#### **Further Comments**

- Students must be instructed on how to find responses to questions in the extract as it relates to sequencing. They must be instructed that questions are asked in the order the responses are found in the extract.
- Candidates should pay attention to the marks allotted for each question and respond accordingly.
- Wherever possible, candidates should try to write responses in their own words.
- Students should be instructed on how to take answers from the extract without rewriting entire paragraphs.

#### **Section B – Essays**

##### Question 5

Discuss the theme of “love” in the text that you have studied.

Candidate responses to this question were generally well structured and explored. Most candidates based their response on *Un papillon dans la cité*. Candidates explored love relationships between Félicie and her family members as well as her friends. Some exceptional responses also examined Félicie’s love for her country.

Candidates who chose to refer to *La rue cases nègres* struggled at times to find appropriate examples to support a strong discussion of this theme.

##### Question 6

“Education is a path to success in life.” Discuss with reference to the text you have studied.

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Many candidates based their response on *Un papillon dans la cité*. These candidates interpreted 'success' as 'happiness' and their responses explored how education led to happiness and therefore success for the main characters. However, this did not allow for a thorough exploration of the theme as it relates to the text.

This question was perhaps better suited to *La rue cases nègres* and the candidates who chose this text to respond to the question were more successful. Candidates referred to the determination of the main character's grandmother and his mother to make appropriate comparisons between the main character and his friends to show the value of education as well as its importance in the text.

### Question 7

"Relying on yourself helps you to survive." Discuss this topic with reference to the novels you have studied.

This was a very popular question and the vast majority of candidates used *Une si longue lettre* to explore the question. Candidates demonstrated good knowledge of the characters and the themes of this text and were able to provide apply good analysis based on the set question.

Very few candidates opted to base their answer on *La chute*. They struggled to effectively explore the set question and gave a more general report on the philosophy on which the text is based.

### Question 8

Discuss the theme of responsibility in the novel that you have studied.

Most candidates applied *Une si longue lettre* to this question. Responses were thorough as most candidates not only examined the main character and her best friend but also her daughter and her boyfriend as it related to the areas of family, religion and society. Moreover, exceptional candidates were also able to refer to the irresponsibility of some of the male characters in the text.

Even though this question was well suited to *La chute*, very few candidates opted to base their answer on the text. The discussion on the set question was poorly developed and was based on compiled pieces of information on the text. Candidates concentrated on the philosophy behind the text rather than seeking to discuss the question set in relation to the text.

### **Further Comments**

- Students should be exposed to more discussion related to the author's technique, style and tone when dealing with set texts.
- Students must be encouraged to take time to plan their essays in order to avoid straying from the question asked. Continued attention must be paid to the organization of essays so that ideas can be communicated in a coherent and clear manner.
- Candidates need to adhere to the word limit as penalties are imposed if it is exceeded. Generally, nothing is read after the cut-off point, therefore candidates may end up with lower than expected marks on a particular question. Quotes are included in the word count.

- Candidates should note that they are rewarded for using valid citations in **French** to support points. They should be given much more guidance and practice in the selection, use and length of quotations to illustrate the points made.
- Candidates need to know the difference between a summary of the story and an analysis of the story.

## UNIT 2

### GENERAL COMMENTS

#### Paper 01 — Multiple Choice

Paper 01 consisted of 45 multiple-choice items. It was designed to provide adequate coverage of the content with items taken from sections of the three modules of the syllabus. Approximately 100 per cent of the candidates earned acceptable grades on this paper; the mean score was 58.6 out of 72 marks.

#### Paper 02— Structured/Essay Questions

This paper consisted of seven questions: Section A – Reading Comprehension (Questions 1 and 2) and Section B – Essay in French (Questions 3 – 7).

Performance on this paper in 2018 was satisfactory despite candidates' difficulties in writing their responses in French to the questions posed in French in Passage 1. Language was, at times, distorted, in an attempt by candidates to answer in their own words, thus rendering understanding difficult for the examiner who tried to decipher what was meant by the candidates' responses. Questions on Passage 2 posed less difficulty and the performance was considered fairly good.

Candidates also continue to ignore the boundaries of the questions in their answers, despite having been told in previous subject reports that the questions are usually posed chronologically.

There were seven questions on the paper with percentage mean scores as follows:

Question	Question Type/(Number of Candidates)	% Mean Score
1	Compulsory (252)	14.37
2	Compulsory (252)	14.27
3	Optional (21)	16.71
4	Optional (12)	15.67
5	Optional (131)	16.18
6	Optional (15)	15.80
7	Optional (73 )	16.33

There were some cases where students either wrote the wrong vocabulary or simply wrote no response. Therefore, the onus is on teachers to do as much comprehension practice as possible, taking into consideration not only an understanding of the passages but synonyms for words used in the passages.

*An asterisk (\*) indicates an incorrect form, spelling or structure. Two asterisks (\*\*) indicate an omission.*

## DETAILED COMMENTS

### Section A — Reading Comprehension

In this section of Paper 02, candidates had two passages in French. Passage 1 was based on Module 1 (*L'Actualité*) and required candidates to respond **in French** to questions asked in French. Passage 2 was based on Module 3 (*L'Industrie et l'économie*) and required candidates to respond **in English**. There was also an exercise in which synonyms were to be found in the passage for a number of words and expressions in French.

#### Passage 1 — Le Brexit et les Caraïbes

Questions on Passage 1 proved challenging for many candidates as they did not understand the passage well. Those candidates who fared well seemed to have some knowledge of economics and were able to respond to the questions reasonably well, demonstrating good understanding of the issue being discussed. Weaker candidates had difficulty expressing their answers in French which in turn made it difficult to award full marks.

Parts (a), (c), (e), and (f) in particular posed problems for a number of candidates. Many did not understand the boundaries for their answers. Candidates did not seem to understand the questions in Parts (e) and (f) which posed the most difficulty and so they could not provide acceptable responses. In some cases, candidates simply wrote part of the passage as the responses to the questions.

Parts (b) and (d) were the easiest and candidates were, for the most part, able to obtain full marks. Good sentence structure in French was lacking in many scripts. Therefore, it is recommended that students be given more comprehension practice where they answer questions *in French*, both orally and written.

Part (a) was a bit challenging for some candidates who did not always include all the elements needed for full marks. Most candidates understood that Brexit would be costly for the ACP countries and the poorest countries, but some did not include the cost involved: *une perte de 203 millions par an*.

Part (b) was generally an easy response to produce for most candidates: *l'accès préférentiel au marché britannique*.

Part (c) was another question that posed some difficulty for candidates. It was clear from the passage where the answer lay but the difficulty seemed to have been in understanding the concept of the SPG (*Système de Préférences Généralisées*) of the European Union where developing countries pay no duties or very little on their exports to Europe. Some candidates repeated the answer for Part (c) in Part (d).

Part (d) was well done by most candidates. There were candidates who tried to rephrase the original text. Some candidates did not read the text carefully to understand that it was **not** just *products* or *some products* but *all products* coming from the developing countries which were granted free and unlimited access except for arms and ammunition. It was unfortunate to see that some candidates identified the section where the answer came from but responded saying that access was limited on some products. The following was a good answer: *Il offre aux pays les moins avancés un accès gratuit illimité à tous les produits avec l'exception des armes et munitions*.

Part (e) proved to be challenging to many candidates who seemed not to have grasped what the second paragraph of the text meant, which was actually where the answer was: *If exporting industries in developing countries, such as Kenya, suddenly find themselves paying custom duties of €2.4 million for their exports, they will decide to turn to other markets to sell the same quantities of their products. The United Kingdom would have to make an effort to maintain trading agreements that would be beneficial to all concerned.*

Part (f) was also challenging for many candidates who were able to earn the full marks. Some gained only a partial understanding of the text, with some candidates saying that the devaluation of the pound sterling caused the slowing down of the British economy. The slowing down of the British economy was presented as a separate idea. The answer lay in the fact that funds sent (€8.3 million in 2015) from the World Bank now have less value and would be more costly to the poor countries *which* would experience difficulty resisting this change as they do not have any instruments to counter this type of trading shock. Those candidates who included in their responses the fact that the developing countries had already paid €446 million in commercial exchanges due to devaluation of the pound sterling were awarded marks once they made it clear that this was a negative impact caused by the devaluation of the pound.

### Passage 2 — L'écotourisme

Generally, candidates handled this question satisfactorily as a fair understanding of the passage was seen in most scripts. However, it was noted that some candidates' scripts had responses that came from previous knowledge on the topic and not from the text being examined. This must be avoided. Parts (a) (ii) and (e) were somewhat challenging to many candidates.

Part (a) (i) was generally well done by most candidates who could say that *ecotourism was the result of collaboration between scientists (or biologists) and professionals from institutions from all countries.*

Part (a) (ii) was not always well done as candidates failed to give a full response which should have included that *the goal of ecotourism was not only to protect nature* (2nd line of 1st paragraph of text), *but also the goal was to develop a form of tourism that would take into consideration the problems involved in the social, environmental and economic development of local populations of countries or territories visited.* It was interesting to see that some candidates had erroneous ideas about 'terrorist-visited places' as one of the considerations to be borne in mind as a goal of ecotourism.

Part (b) was generally well done by most candidates who could say that *organic products* and *renewable energy* were the other two areas to which heightened interest in ecotourism was compared.

Part (c) was also well done. Although there is a slight difference in meaning between *conservation* and *preservation*, both terms were used interchangeably and candidates were able to say correctly that *studies have shown that ecotourism can have positive effects on the conservation/preservation of the environment of local populations.*

Part (d) did not pose much difficulty for candidates and most were able to gain full marks. A very good response would have included the following: *going over all the parts of the trip such as transportation, accommodation and activities and choosing the most ecologically responsible option for each part.*

Part (e) posed problems for many candidates who did not seem to understand the paragraph from which the answer came. A good response would have been *More products include sustainable development*

*options. Nature tourism and rural tourism services have been available for some time and sustainable development initiatives have been increasing.*

In Parts (f) to (j), although the cues for the synonyms were given in English, the candidates found the answers for the majority of them. Parts (h), (i) and (j) were not always correct.

The following are the correct answers for Parts (f) to (j): *engouement/conjointement /tenter de /plutôt que/pourtant/* (respectively).

### Recommendations

- Teachers could suggest to their students that they examine carefully what is asked in the question that follows the one they are answering so that they have a good idea of the boundaries of each question.
- Vocabulary building, constant studying and reusing new vocabulary are all language activities to be encouraged as a wide range of vocabulary helps in responding to questions on Passage 1, where the candidates must use their own words. Practice in building word families, changing nouns to verbs and vice versa should be frequently done in class and for home work.
- As stated in earlier reports, candidates ought to pay closer attention to parts of speech when answering the section on synonyms. It must be borne in mind that synonyms in the passage generally have the same tense, gender or number as the words in the question. It is also important to note the paragraph in which the synonym is to be found. Candidates should also note that the synonym is often *one* word.
- There should be more practice in reading comprehension, especially dealing with questions which require deduction or inference, evaluation and synthesis. There is clearly a need for students to hone their analytical skills and to improve their expression in French.
- Candidates should pay attention to the number of marks allocated to each answer to help them determine the number of points to be made.
- Careful reading of the texts should be done in order to avoid mistaking one word for another as was the case for *territoires* incorrectly read as ‘terrorists’ or *certaines* read as ‘certaines’ or *moisissures* read as ‘moisture’/‘moisturizer’, the latter two examples being errors seen in Unit 1.

### Section B – Essays

In this section of the paper, candidates were required to write an essay of 300–350 words **in French** on *one* of five topics taken from Module 2 of the syllabus – *La Science et la Technologie*. Marks were awarded for the organization and presentation of ideas, as well as the use of coherent, grammatically correct French, and the range of vocabulary and idioms. Candidates were expected to write essays with a proper introduction, three to five paragraphs — presenting at least three clear points in their discussion of the topic — and a brief conclusion. Much maturity of thought is expected from candidates in this section.

The most popular questions were Questions 5 and 7. Very few candidates attempted Questions 3 and 4. Question 6 was done by a number of candidates.

### **Candidate Performance**

The candidates were able to relate well to Questions 5 and 6. However, a number of them needed to pay attention to relevant vocabulary, correct grammar structures, correct spelling. There was an attempt this year to include more idiomatic expressions in the essays. This was encouraging.

There were scripts, however, where the candidates barely covered the topic, presenting a few relevant facts or ideas that did not affect coherence. In such cases, the essays were short and were sometimes considered unsatisfactory. The use of expressions also fell in that range. In some cases, candidates displayed limited grasp of essential structures, weaknesses in grammar which, at times, did not affect meaning. Candidates sometimes presented relevant and valid points on the subject matter but did not pay enough attention to the task word *Discutez*. This task word expected them to present a balanced view of the topic under discussion and not a one-sided view.

Some candidates made a very good attempt to respond to the essay questions given. However, in one case, a candidate wrote only one sentence to the question and in another case, a candidate wrote absolutely nothing. There were scripts that were a joy to read as candidates showed that they had done great research and argued the topic quite well.

### **The Impact of Science and Technology on Ethical Issues**

#### Question 3

*“Il faut aider les personnes mourantes à mourir dans la dignité.” Justifiez votre opinion.*

This question was not one of the popular ones attempted. Those who did it realized that the topic spoke to euthanasia. They tried to examine the key words — *aider les personnes mourantes* and *mourir dans la dignité* and presented arguments that would justify or go against the statement made.

Some points for dying in dignity included the following:

- Persons should be able to make their own choices as their bodies belong to them.
- Too much suffering should be put to an end.
- It is costly to keep someone alive who has been declared terminally ill.
- Freedom of choice.
- Total dependence on others for life.
- Feeling of uselessness in the society.
- Incurable illness or irreversible coma.
- Respect and dignity to be given to the dying person.

It was agreed, however, that such decisions to terminate a life should not be abused and should be made only in some circumstances.

Some essays did not mention the impact on family and close friends if a life was to be terminated. Other ethical and moral considerations could have been considered. Attempted or assisted suicide is punishable by law in some countries.

Some points against euthanasia included the following:

- Life is sacred.
- One does not have the right to end one's life or to ask for assisted suicide.
- One should not play God.

Ideas presented could have been more convincing, which means that more research should have been done on this topic.

#### Question 4

*“La médecine nous permet de créer l'être humain parfait.” Discutez.*

This question was also one of the least attempted and the essays seen did not treat the topic in a satisfactory manner. One candidate spoke of cloning to create the perfect human being but did not examine the negative effects that could result from cloning. It was very interesting to see that some candidates made mention of the use of nanotechnology that could be considered in creating perfect beings. Essays could have examined the use of stem cell technology, genetic engineering, 'pharming' of healthy organs for transplants. Candidates could also have presented more details on nanotechnology.

### **The Impact of Information and Communication Technologies on Social and Economic Life**

#### Question 5

*“Vivre au 21ème siècle sans la technologie est impossible.” Discutez cette affirmation.*

This was a very popular question as candidates' experiences with new technology are generally positive. They are also very well informed about new technological developments and advances and thus were able to present good arguments.

A number of candidates spoke about the technological advances made in communication (use of smartphones which are capable of doing all kinds of things, including bringing people closer geographically when families and friends are living on other continents far away from home). Mention was also made of the progress in the development of software in the field of education, transportation, medicine and the apparatus used to detect all kinds of illnesses, the use of technological devices such as tablets and smarter laptops in almost every sphere of life, gadgets used in the home to make work easier for the household.

For some candidates, it was almost inconceivable to think that life in the 21st century could be possible without the use of technology. One candidate mentioned that persons can survive without technology but it would be difficult.

Something could have been said about certain groups of persons such as the Amish who live in the United States of America and who do not entertain technology, yet they survive well without many technological devices.

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Question 6

*“Les médias sociaux nous dérobent de notre vie privée.” Discutez.*

Candidates who wrote on this topic were able to write fairly good essays, often citing social media such as Facebook, Twitter, Instagram which are used by many persons but which do not necessarily allow persons to have a very private life as everything is posted for all to see. For the most part, it was agreed that one’s private life is often disturbed by insensitive persons who post on the various social media pictures and other pieces of information deemed to be private, thereby causing emotional injury to the victims.

It was also felt that one does not have to use social media and in not doing so will be able to protect oneself from things like cyberbullying and internet stalkers.

Question 7

*“Dans quelques années, le e-commerce remplacera le commerce traditionnel.” Discutez.*

Candidates who discussed this topic did so fairly well and were able to say why they felt that e-commerce could eventually replace traditional commerce. There were others who felt that e-commerce could not totally replace traditional commerce as persons liked the human element involved in traditional commerce. Candidates were able to talk about the pros and cons of both types of commerce and presented balanced views on the subject.

**Some pros of e-commerce**

- Availability of products all over world
- Cost of goods usually less than in traditional stores
- Does not require a physical building
- No travel time involved
- No transportation cost (to go and buy product)
- Remains open 24/7/365
- Customers can shop at any time at their own convenience
- Delivery of goods to one’s home

**Some disadvantages of e-commerce**

- Purchase of articles do not allow for trials
- One cannot choose from a shelf from among other articles
- Payment of products not always under strict security
- No social contact

**Strengths**

- *Un fléau inéluctable*
- *briser les règles*
- *une polémique*

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- *de surcroit*
- *en dépit de*
- *en revanche*
- *néanmoins*

### Weaknesses

- Marked errors in use of expression and limited content.
- Candidates failed to present facts and used English terms (le man, places (for *endroits*), society) etc. to express themselves.
- Candidates made up their own 'French' words.
- A number of instances of the use of Spanish, for example, *sociedad*.
- A general weakness was also seen in the use or non-use of articles: definite, indefinite and partitive articles.
- Agreement of adjectives was lacking in some cases in scripts seen, for example, *le taux de chômage est \*grande*
- Facts were lacking in many cases as students presented essays with simple opinions.
- Candidates also failed to cite concrete examples to strengthen points.
- The conjugation of verbs was also a frequent problem, especially the irregular verbs, for example, *ils \*connaient*.

### Recommendations

- Candidates must number the essay question they are doing correctly.
- Teachers must emphasize the need for students to do as much research as possible prior to the exam. Practice is of paramount importance as it will seek to address, not only the content approach, but the use of expressions (tenses, articles, pronouns, agreement) and teachers can stress the use of relevant vocabulary and highlight errors made.
- The recommendations at the end of the essay section in Unit 1 should be consulted as many of them also apply to Unit 2.

### Overall Recommendations Regarding the Examination

- Teachers and students are encouraged to plan well in order to cover all aspects of the syllabus before the examination.
- Teachers must ensure that students have mastered the basic and finer points of French grammar, and that they have studied the relevant vocabulary for the essay topics in order to enhance their performance.
- Students must be encouraged to study the comprehension questions carefully and to plan their responses so as to ensure that they obtain the maximum number of marks.
- Students must also be encouraged to check their work in order to avoid careless errors in their final presentations.
- It would be useful if students became very familiar with the mark scheme for the essay as set out in the syllabus and use it as a gauge to evaluate their own essays when they write them for practice.

### Paper 03— Literary Analysis and Themes

#### Section A – Literary Extracts

Candidates were required to answer one of four questions based on a literary extract taken from the prescribed texts — *Pays mêlé suivi de Nanna-Ya*, *Pays sans chapeau*, *Les mains sales* and *Une saison au Congo*. Candidates were required to comment on plot, setting, characterization, themes and simple literary techniques. The performance of the candidates ranged from minimal to excellent but, on average, candidates performed well.

#### Question 1 — *Pays mêlé suivi de Nanna-Ya*

Some candidates did not score full marks in Part (b). They had difficulty expressing the two main points. Most were able to say that women accepted their dependence on men but many did not get that they were also subject to their children.

Part (b) was generally well done. Responses were generally taken directly from the extract.

Most candidates were able to gain at least two of the four marks for Part (c). They were to convey the idea *une ville à l'esprit fermé/sans espoir/sans opportunité*. Some candidates did not go on to list the other things mentioned about the town.

Part (d) was generally well answered.

#### Question 2 — *Pays sans chapeau*

Many candidates had difficulty finding four characteristic to describe the narrator's mother in Part (a). While many said that she was talkative and superstitious, many did not capture her fear of the night or her pessimism, for example.

Part (b) was fairly well answered, with most candidates gaining most of the marks allotted.

Part (c) was also fairly well answered, with many candidates gaining most of the marks allotted.

Part (d) was fairly well answered. The variation in candidate responses was a demonstration of candidates' efforts to put responses in their own words rather than lift answers directly from the extract.

#### Question 3 — *Les mains sales*

Candidates experienced challenges in Part (a) since it required them to synthesize and put responses in their own words. This limited the effectiveness of their responses since many resorted to trying to pull the correct information from the extract.

Most candidates answered Part (b) (i) correctly.

For Part (b) (ii), candidates experienced challenges similar to those encountered in Part (a).

Candidates had difficulty capturing all the elements required for Part (c).

Most candidates answered Part (d) correctly.

Question 4 — *Une saison au Congo*

While candidates understood what Part (a) required, they had difficulty expressing their response and therefore were unable to earn full marks for this question.

Most candidates answered Part (b) correctly.

While candidates understood what Part (c) required, they had difficulty expressing their response and therefore were unable to earn full marks for this question.

Most candidates answered Part (d) correctly.

**Further Comments**

- More practice in recognizing literary and stylistic devices is needed.
- Students must be taught to explain the themes present in various extracts and parts of the text.
- Candidates must read questions very carefully, paying attention to the specific part of the extract they should use to answer questions.

**Section B – Essays**

Among the questions, *Pays mêlé suivi de Nanna-Ya* was most popular and *Une saison au Congo* least popular. Performance in this section ranged from unsatisfactory to excellent.

La vie moderne

Performance on the questions under this theme suffered because candidates had difficulty applying the text to the question. Candidates seemed to have been prepared to write about certain characters, and therefore did not focus on what they were being asked to do.

Question 5

*Discuss the narrator’s presentation of the “Foreigner” in any ONE of the texts you have studied.*

Candidates had difficulty with the interpretation of the word ‘foreigner’. Instead of discussing any of the real foreigners in the text, some candidates chose to define the word ‘foreign’ as ‘different’, ‘strange’.

There were some candidates who interpreted the word ‘foreigner’ to mean ‘someone who does not belong to a particular household or community’. Berthe, for instance, was regarded as a foreigner in the Aubrun household. There were actual foreigners in *Pays mêlé suivi de Nanna-ya* who could have been cited as the foreigners in the text studied. Some students used “*Nanna-ya*” as their text to answer this question and presented Joyce as the foreigner to Jamaica. Those candidates who had a better understanding of the text were able to present reasonable essays that were well argued.

In *Pays sans chapeau*, Vieux-Os could have been examined as someone who would have been a foreigner in Canada.

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### Question 6

*Comment on the “changes that one undergoes after returning home from exile” in any ONE of the texts you have studied.*

This question was not well handled by some candidates who did not seem to understand the true meaning of the word *exile*. Some interpreted the word *exile* to mean ‘thrown out’ or ‘locked up’ or simply to mean “a change in environment for some years”. This question was better handled for *Pays sans chapeau*.

Some candidates thought of Belle as being in exile because she was absent from Fort Pilote for at least 15 years. Antoine, who was locked in his room for two days, was considered as being ‘in exile’ and Berthe who was thrown out of the Auburn household was considered ‘exiled’. There was no one in exile in *Pays mêlé suivi de Nanna-ya*. Once again a few candidates made reference to *Nanna-ya*.

In *Pays sans chapeau*, Vieux-Os could have been considered as being in self-imposed exile when he went to Canada and then returned to his homeland after 20 years.

### **L’engagement politique et social**

*Une saison au Congo* and *Les Mains Sales* were used well by candidates to answer Questions 7 and 8. Performance on Question 8 was better than on Question 7, and was probably best overall.

### Question 7

*“Revolution is always a dangerous initiative.” Discuss this statement with reference to the texts you have studied.*

Some candidates had difficulty identifying what the revolution was. This was probably the least popular question. *Une saison au Congo* was more popular and was better handled.

Candidates who performed well gave good arguments to support the statement. Candidates paid attention to the key words — *revolution, dangerous, initiative* — and were able to give good illustrations as well as supporting quotes.

### Question 8

*Discuss the theme of “betrayal” in any ONE of the texts you have studied.*

Those who wrote about *Une saison au Congo* found it easier to identify who was betrayed by whom. Only in a very few instances was the word *betrayal* not well understood. Candidates, for the most part, defined the word *betrayal* and gave examples of traitors, how they influenced the plot and analysed well the situations which led to betrayal in both texts (*Une saison au Congo* and *Les Mains Sales*). To balance the views presented, some candidates made mention of good friendships as the other side of the coin of betrayal and supported their statements with examples from the texts studied.

## Further Comments

The vast majority of candidates have clearly studied the books and know the characters and themes. In some cases, though, knowledge of the texts was superficial. It was evident that a number of candidates did not have a very good knowledge of the characters in the text studied and there were instances when statements were made in the essays that were not true according to the texts.

Candidates should also aim to remain within the parameters of the texts studied and should not go outside of the themes of a particular text when answering the essay questions. One candidate chose to answer the question on betrayal by using “*Pays mêlé suivi de Nanna-ya*’. Such an action was heavily penalized.

Application of knowledge was often a problem. Some candidates did not focus on answering the question set, but on presenting ideas from other essays they might have prepared. While many candidates showed good knowledge of their texts and were able to use quotations accurately, there were others who did not use citations but referred closely to the texts studied. This should be avoided as marks are deducted for the omission of quotes.

Although some candidates expressed themselves very well, in a mature, concise manner, others used words in a way that made it difficult to follow their arguments. There were problems with the interpretation of key words in the topics.

## Recommendations

- Candidates should read questions for Sections A and B closely before choosing and attempting them.
- Teachers need to remind students that quotations in French must be used, as penalties are incurred if this is not done. In addition, candidates must make sure that all quotations used are relevant. More practice is needed in inserting quotations into written presentations. Long quotations, extending over several lines, are to be avoided, as they add to the word count. Candidates must adhere to the word limit, 450–500 words. Disregarding the word limit will incur a penalty.
- For *Pays mêlé suivi de Nanna-ya*, candidates must use *Pays mêlé* ONLY and not discuss other short stories by the author, which, though included in some versions, are NOT on the syllabus.
- Students need to be better guided in how to select questions.
- Candidates must become very familiar with the texts being studied, as well as have a thorough knowledge of who the characters in the texts are. A cursory reading will not help in providing well-documented evidence that is needed to answer the essay questions. Candidates must get into the habit of analysing the texts. A good knowledge of the texts and weak analyses will not help enable candidates to gain favourable marks.
- It is recommended that as many thematic elements as possible be considered when reading the literary works. In other words, candidates should try to discover secondary themes being dealt with in the texts they study.
- Students should be encouraged to carefully examine the mark scheme as set out in their syllabus so that they have a good idea of what is expected of them in their essays.
- Task words such as *discuss*, *comment*, *justify*, must be thoroughly understood in order to produce a well-written essay.
- Students need to be encouraged to be more concise in their introductions.

- Attention must be paid to good standard English in expressing views and opinions. No slang expressions should be used. There is no need for pedantic vocabulary which leads to incoherence and confusion.

### **Paper 04 – School-Based Assessment**

The overall performance in the School-Based Assessment was good, with grades ranging from satisfactory to excellent. Unit 1 candidates tended to perform better than some Unit 2 candidates, although the opposite has often been the case. Although in some cases the weakness in grammar and the mistakes in pronunciation were alarming, there were candidates who showed such mastery of the language that their projects were a delight to moderate. This augurs well for the future of the language.

This was the second year that the projects were being marked online. The system worked quite well, with few problems of a technical nature. Nevertheless, in some cases only the recording was submitted, and in others, only the cover sheet. Other issues were the low volume of some recordings and noise/disturbance from outside.

There were several cases in which the examination was too short: the minimum amount of time, according to the syllabus, is 13 minutes, but some recordings only lasted 10 or 11 minutes. One or two schools divided the examination into separate sound files for each part, and there were cases of only the first section, lasting no more than five minutes, being submitted, thereby making it impossible to moderate the entire exam. In a few other schools, the opposite was true, with interviews lasting from 20 to over 50 minutes.

Teachers did not always observe the guidelines for conducting the examination, including presenting the format of the examination at the start and asking questions from all modules. Most, however, did encourage their students with positive reinforcement and were able to maintain a pleasant atmosphere throughout the exam.

### **Prepared Topic**

Teachers did a good job in ensuring that the topics selected by students fell within the scope of the three modules of the relevant unit. In Unit 1, however, a few topics were not suitable, for example, *La crise de l'immigration en Belgique*, or *L'écotourisme en Guadeloupe*.

In Unit 1, students presented a range of topics that included unemployment, crime, sports, health, family, religion and pollution. In Unit 2, students chose young people and social media, drugs, technology, poverty, tourism especially eco-tourism, medical advancements and human trafficking. Some showed an awareness of current events and were well informed. The countries that were most often selected were Haiti and France for both units, as well as Senegal, Guadeloupe, Martinique (Unit 1), and Belgium, Ivory Coast and Rwanda (Unit 2).

Unit 1 topics included the following:

- Restaveks: Les cris désespérés
- L'usage du tabac chez les jeunes au Cameroun
- L'intégration des musulmans en France
- Comment la télévision contribue à l'échec scolaire

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- La musique: Comment peut-on l'utiliser pour l'apprentissage de l'anglais?

Unit 2 topics included the following:

- L'évolution des droits des femmes au Sénégal
- Les violations des droits de l'homme en République Démocratique du Congo
- Les débuts significatifs du tourisme durable à Madagascar
- Le terrorisme et l'islamophobie en France

Students were expected to present their topic in a spontaneous manner, but some found it difficult to remember their speech, so the flow of language sounded unnatural, mechanical or hesitant. Those who relied on rote-learned speeches were unable to continue when interrupted or when they forgot a word or sentence from the presentation. In a few projects, one could hear the pages turning as students read the presentations. Teachers are reminded that students are allowed to take a cue card, with no more than five headings, into the examination room.

Nevertheless, it was clear that students had done research — in fact, some presentations exceeded the time limit by over two minutes or more. Many students included statistics, as required, and expressed their opinion. There was a pleasing use of link words and expressions. Most presentations were well structured and organized. The best students presented their arguments in a cogent manner and spoke with confidence. There were many problems with pronunciation, however, with some students even mispronouncing words in the title of the topic they had chosen.

### **Topic Conversation/General Comprehension**

#### **Comprehension**

In the Topic Conversation, comprehension ranged from weak to excellent, with most students seeming to understand the questions asked on their topic. In fact, some questions simply required students to repeat points already made in the presentation. In other cases, the questions were too technical, and therefore limited. Fortunately, most teachers chose questions that elicited facts as well as opinions, compared the French-speaking country to the student's, or explored why a particular topic had been chosen.

The type of questions asked in the general conversation varied from centre to centre, with varying levels of difficulty. Many teachers made an effort to select questions from the three modules of the unit. The number of questions varied also. In some cases, teachers asked many questions in succession without any follow-up questions or reactions to what the student had said in response, much like a quiz. On the other hand, there were teachers who had a genuine conversation usually, but not always, with the more confident students, with some give-and-take, and at a natural pace.

Some students struggled to understand the questions posed, both simple ones and those with complicated vocabulary and grammatical constructions. On the other hand, in a few cases, the students' readiness to respond appeared rather unnatural and rehearsed, while seeming to indicate a high level of comprehension. Indeed, some teachers used the same questions in the very same order with their students. The problem is that sometimes the practice is taken too far. Students are expected to take part in a conversation which is as natural as possible, one which would allow anyone to make a fair assessment of their ability to understand and respond appropriately.



### Correctness of Expression/Range of Vocabulary

The excellent students demonstrated a good command of the language as they made every attempt to incorporate a variety of tenses, the indicative and subjunctive moods, as well as extensive vocabulary. On the other hand, and particularly in the case of the weaker students in Unit 2, some responses were replete with errors in syntax, inaccurate verb conjugations — the infinitive was often used after the subject — the absence or incorrect use of articles, incorrect relative pronouns, to highlight a few. At the advanced level, students should have a solid knowledge of grammar and have a wide enough vocabulary to speak with relative ease on relevant topics.

### Pronunciation/Intonation/Fluency

Pronunciation is an area that needs great, sustained attention. Even some of the most accomplished and fluent students had problems occasionally with pronunciation or intonation. In the case of the weaker students, incorrect pronunciation made comprehension problematic at times, and generally speaking, there was influence from English and Spanish. Nevertheless, the pronunciation, fluency and intonation of the stronger students were most impressive, as they spoke confidently and accurately, giving a clear sense that they understood the phonetics of the language very well. Teachers must be commended for this.

### Areas of Difficulty in the Topic and General Conversation

#### Correctness of Expression/Range of vocabulary

- Incorrect gender — \* *la tourisme*, \* *le violence*, \* *le façon* [Note: words ending in *-isme* are masculine, most ending in *-ence* are feminine]
- Anglicisms — \* *provider*, \* *protector*
- Negatives — \* *il ne fait les sports*, \* *ils ne d'accord pas*
- Misuse of adverbs — \* *ce serait plus facile et rapidement*, \* *le fait est différemment sur les parents*
- Prepositions — \* *j'essaie à*, \* *je m'intéresse d'apprendre*
- Conjugation — \* *nous devons*, \* *les femmes est objetivées*, \* *les enfants peut*, \* *les scientifiques a donné*, \* *les enfants souffrir*
- Relative pronouns — \* *les pays qui j'aimerais visiter*
- Contractions — \* *à les individus*, \* *de les citoyens*
- Constructions — \* *parce que de ...* ; \* *beaucoup des gens fument*

#### Pronunciation

- Nasals were often mispronounced and anglicized, especially the sound [ɛ̃] in *industriel*, *important*, *bien*. Also affected was the nasal [ɑ̃], as in *s'émanciper*, *concentré*. The *'-ion'* ending was pronounced as in Spanish or English. There were many examples of this. The word *'un'* was also difficult for some.
- Often, the letters *'u'* or *'eu'* were pronounced *'oo'* — *sujet*, *culture*, *euthanasie* were examples.
- Final consonants: Some examples are *cas*, *tabac*, *beaucoup*. On the other hand, *tout le monde* was pronounced to rhyme with *'mon'*, with the *'d'* silent.
- Some students anglicized the sound of the letter *'g'* in *'âge'*, *'technologie'*.
- Difficult words — *femme*, *drogue*, *pays*, *système*, *chose*, *abus*, *conseil*, *vingt et unième*, *essentiel*

- Liaison: Often, required liaisons were not made, for example, with *très utile, un homme* and *les enfants*. On the other hand, there were many examples of a liaison being made with 'et', *although this is forbidden*.

### Good Usage

Some examples — *chaque enfant réagira différemment, quasiment, pour ma part, à mon sens, des effets néfastes*

### Recommendations

Teachers should follow the guidelines in the syllabus concerning the format of the exam — how to begin, what to say to the student at the start, what to do when moving on to the general conversation.

The time limits recommended should be observed. Lengthy presentations mean less time for students to take part in the conversation which follows.

Recordings should be reviewed to ensure, among other things, that both the teacher and the student can be heard clearly.

Teachers should encourage their students to read more extensively in order to build their vocabulary. More listening practice can also develop vocabulary and help with pronunciation.

There should be as much practice as possible in speaking French so that students get used to answering questions without too much hesitation, either because of difficulty understanding or because they need time to compose grammatically correct answers.

Students should be prepared to answer questions on the three modules.

Students should use headings on cue cards to remind themselves of the main points in their presentation.