

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION
MAY/JUNE 2009**

FRENCH

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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.