

**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 journalistique*). 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 et 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: *\*emmigration, \*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 la petite 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 *triple 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 ‘triply 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.