

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®**

**MAY/JUNE 2014**

**FRENCH**

**Copyright © 2014 Caribbean Examinations Council  
St Michael Barbados  
All rights reserved.**

## GENERAL COMMENTS

This was the first year that the revised syllabus was used. Overall, candidate performance in both Units 1 and 2 was good, with Unit 1 candidates performing better than those who did Unit 2. In spite of reported problems procuring the literature texts, schools prepared students well for all the books; fewer questions were omitted than in the past, especially in Paper 01. Again, a number of candidates earned full marks for some papers. However, certain problems still exist. Some candidates seemed unprepared, had little grasp of essential grammar and did not have the right approach or strategies to handle the questions. Detailed comments highlighting the strengths and weaknesses of candidates are given below.

## DETAILED COMMENTS

### UNIT 1

#### Paper 01 – Listening Comprehension

Candidates were required to respond to questions in English based on five short selections (Section A) and an extended interview (Section B), in French. The topics covered Modules 1 and 3 in Section A, and Module 2 in Section B. Candidates were expected to have developed their listening skills through practice and exposure to vocabulary related to the modules. Performance ranged from poor to excellent, with the majority of candidates scoring within the good to very good range, and approximately less than 30 per cent receiving low grades.

#### Section A – Short selections

##### Selection 1

The topic of this selection was Family (Module 1).

Parts (a) (i) and (ii) were generally well answered and posed few problems except in cases where candidates mixed up nationality and country, writing ‘France’ as the nationality instead of ‘French’. In some cases, candidates identified the birthplace and nationality incorrectly. One candidate expressed the answers correctly as follows:

- (i) *Rougui Dia is of French nationality.*
- (ii) *Rougui has Senegalese roots/Rougui’s family is from Senegal.*

For Part (b), many candidates only gave a partial answer which distorted the meaning. For example, instead of writing that she replaced her mother in the kitchen, some candidates wrote that she ‘helped’ her mother in the kitchen. A complete answer which received full marks was: *She replaced her mother/took her mother’s place in the kitchen in order to prepare an African meal for her seven siblings.*

For Part (c), there were many candidates who misunderstood *m'ont félicitée*, stating that her brothers were happy, excited, surprised. However, some candidates gave the correct answer: *They congratulated her.*

An exemplary answer for Part (d) was: *She realized that cooking wasn't a tedious task.* Many candidates were able to express this idea even though they worded it differently. Some said the opposite, in fact, that cooking was hard or that it was not for her.

Part (e) was generally well done and a good answer recorded was: *She abandoned the idea of becoming a fashion designer to get into cooking.* Some candidates distorted this answer by stating that 'she abandoned cooking in order to become a fashion designer', and scored no marks.

Generally, Part (f) was well answered although many candidates only received a partial mark since they did not state her age. An exemplary answer was: *At 31 years, Rougui is one of the top female chefs in a well-known restaurant in Paris.* However, a few candidates thought she owned the restaurant. Some misunderstood *parisien*.

## Selection 2

The topic of this selection was Music (Module 1). Some candidates found it challenging.

For Part (a), most candidates were unfamiliar with the place mentioned in the passage. Only a few candidates gave the correct answer, *It is located in the Midi-Pyrenees.*

Some wrote that it was 'in the middle of Paris' or 'in the region of the pyramids'; and some confused perhaps by the reference to 'Sonny Rollins', wrote that Marciac was in 'New Orleans'.

In Part (b), many candidates were able to identify the size of the population of Marciac as being small, however, many struggled with the number of inhabitants and wrote 2 000, 100 000, or 1 600. A correct response provided by one candidate was: *It is a small village with a population of 1 200.*

Part (c) posed a bit of a challenge to candidates. Many stressed the importance of the jazz festival (Jazz in Marciac), indicating that the festival was one of the most important festivals, rather than stating that the place itself (Marciac) had become one of the most important venues because of the festival. An exemplary response was: *It became one of the most important rendez-vous in the world due to the event "Jazz in Marciac".*

In Part (d), many candidates understood that Jean-Louis Guilhaumon was responsible for this event, however, most did not understand that he had encouraged the villagers to embrace the festival. A few candidates gave answers which scored full marks, for example, *It came about*

*because of the energy of Jean-Louis Guilhaumon. He rallied and gathered everyone for the festival.*

A few candidates provided erroneous responses to Part (e). Having heard ...*visiteurs par an*, some wrote that he had come 'to visit his parents'. However, it was very well handled on the whole. Many wrote, correctly, *He came to Marciac as an English teacher.*

### Selection 3

The topic of this selection was Conservation of the Environment (Module 3).

Although a few candidates did not answer Part (a) correctly, putting answers such as 'the reshuffling of the planet', most of them scored full marks on this question. An example of a candidate's correct response was, *Two great concerns that threaten the planet are pollution and global warming.*

There were many options for Part (b) and most candidates scored full marks. One such candidate stated, *To save energy, one can use energy wisely and discover other forms of renewable energy sources. In addition, one can use other forms of transportation such as walking or using a bicycle instead of a vehicle.* A few also understood *rouler moins vite et préférer le train*. However, some candidates gave answers from their general knowledge such as 'Iron once per week'; and 'car pool'. Others stated that one of the ways to save energy was to 'save/economize energy', but this was a part of the question.

There were many options for Part (c) and most candidates scored full marks. One such candidate wrote, *Clean your house without polluting the environment, choose foods that are good for your health and the environment and save water.* However, there were some candidates who simply wrote 'clean your house', or 'recycle water' and so missed the full meaning of the passage. In other instances, they relied on previous knowledge to provide information that was not included in the listening passage.

### Selection 4

The topic of this selection was Deforestation and Climate Change (Module 3).

Part (a) (i) was well answered. Most candidates were able to provide the correct response, *He was the minister of ecology.* However, some candidates misunderstood and wrote 'minister of agriculture'.

Part (a) (ii) was generally well answered. An exemplary answer was: *He said, "The forest is in danger"*.

Part (b) was generally well answered. One exemplary answer was: *The role of major forests in the fight against climatic change.* While some candidates understood the link between the

role of the forests and the fight against climate change, others did not, and mentioned only one or the other.

Part (c) was generally well answered, but some candidates gave incorrect regions such as Asia and the Caribbean. A good answer was: *Two regions mentioned are Indonesia and the Amazon.* The other region mentioned in the passage was the Congo.

Part (d) was difficult for some candidates, perhaps because the required response was similar to that of Part (b). The following answer was given full marks: *The issue was considered urgent because the forests play a major role in climate regulation.* While many candidates made this link, others gave only one or the other.

### Selection 5

The topic of this selection was Nature Reserves (Module 3).

This selection was generally well done. Candidates were asked to tick the four correct answers which best expressed the information stated in the passage. Many candidates scored most of the marks or full marks. Unfortunately, others lost marks because they did not follow instructions. It should be noted that there are severe penalties for ticking more than the number of responses stipulated.

## **Section B – Expanded Interview**

### Selection 6

The topic of this selection was Youth Unemployment (Module 2).

Part (a) was answered quite well. An example of a good answer is: *She has (co-) published an article entitled “Young People in (the economic) Crisis”.* A few candidates, however, misinterpreted the phrase *Les jeunes dans la crise*, which was taken as *les gens dans la crise*. One candidate referred to ‘young people in Greece.’

Part (b) was challenging. A few candidates were able to give the correct answer, *Generally they are more qualified than older people.* However, many candidates gave answers which were not even in the passage. Perhaps they were using prior knowledge of the topic. As a result, they provided responses such as ‘They have more vision’, ‘They are more physically capable’ or ‘young people are more mobile’.

Part (c) was generally not well answered. Most candidates picked out words but did not fully understand. In addition, many of them did not know the expression, *près de la moitié...* and wrote ‘more than half’, ‘many’, and ‘most’. Nevertheless, a few candidates were able to state the answer correctly, for example, *Almost half of the young people under 25 that work are temporary workers.*

There were many candidates who did not attempt to answer Part (d). Many of the ones who did gave incomplete or partial answers. Others misunderstood the number and wrote 45 per cent instead of 80 per cent. Some candidates were familiar with the vocabulary but misinterpreted the information. Others seemed to misunderstand *vulnérables*, interpreting it as something positive. A few candidates scored full marks, including one who wrote, *Young people with little or no qualifications (degrees) make up 80 per cent of those in a precarious, uncertain, unstable situation.*

There were a few candidates who did not attempt to answer Part (e). Many of the ones who did, scored partial marks due to incomplete or partial answers. However, a good number of candidates scored full marks. One such candidate wrote, *45,000 young people leave school before completing their final year to receive a diploma while 80 000 who do write the exams fail and do not receive diplomas.*

The answer to Part (f) was widely known. Many candidates received full marks. An exemplary answer is: *It is not a new phenomenon, neither is it exclusive to France.*

For Part (g), most candidates were able to score at least partial marks. Candidates received full marks for writing all four European countries mentioned: *Spain, Sweden, Greece and the United Kingdom.* Although the question specified *European countries*, there were responses such as ‘Vietnam’, ‘the United States’, ‘Africa’, ‘Wyoming’. In addition, a few candidates wrote ‘Switzerland’ instead of ‘Sweden’.

Part (h) was generally well done and most candidates attempted and answered it correctly, stating that *5 million young people are unemployed in the EU.* However, a few candidates wrote the incorrect figure, for example, ‘5 thousand’ and ‘7 million’.

Part (i) was well answered. Some candidates scored full marks but others did not know the meaning of *apprentissage* and were unable to state the name of the system which was implemented, writing, for example, ‘a system of negotiations’. Many were able to state which country implemented it, but some wrote ‘Holland’ instead of ‘Germany’. An exemplary answer was: *Germany introduced an apprenticeship system.*

There were some candidates who were unable to answer Part (j) correctly and some who received partial marks. Many did not understand the word *formation*. Candidates were expected to refer to projects on a European scale, the co-operation of young people and the need for training.

## **Recommendations**

- Candidates must read questions correctly to ensure that the best possible answers are given and that they follow instructions carefully. They should read over their responses to ensure that there is no ambiguity in their responses.

- Students must be given more opportunities to practise their listening and must review as much vocabulary pertaining to the topics as possible, in and outside of class time. They should read more widely on each topic and review the names of countries and basic vocabulary such as numbers.
- While previous knowledge about a particular topic can be useful, candidates should refrain from writing information that is not provided in the listening passage.
- Candidates should pay particular attention to the questions themselves and try to identify the information that corresponds to the question.

## **Paper 02 – Reading and Writing**

### **Section A – Reading Comprehension**

Candidates were required to respond to questions on two passages. Passage 1 was based on Module 1 (*L'individu, la famille et la vie journalistique*) and candidates were required, for the first time, to respond in French to questions asked in French.

Passage 2 was based on Module 3 (*L'environnement*) and required candidates to respond, for the first time, in English to questions asked in English. They were also required to find synonyms in the passage for five words/phrases as directed in the questions. Both passages were in French.

### **General Comments**

This year, candidates seemed to have found answering the questions on Passage 1 in French a very difficult exercise. Many tried to use their own words as required by the rubrics, but some simply lifted the answers straight from Passages 1 and 2, thereby losing marks. They ignored the warning that they would be penalized for disregarding the instructions.

Candidates also did not read the questions carefully and some needed more practice in identifying where to find answers in the passage, noting that answers are often in chronological order. In many cases, answers for Parts (b) and (c) were mixed up, that is, answers intended for Part (b) were in Part (c) and vice versa. Also, Part (d) was being used to answer Part (c). In general, questions to Passage 1 were not handled very well. In contrast, answers to the questions on Passage 2 were fairly good.

Partial comprehension was seen in answers given by some candidates. With snippets of the answers or even whole sections of the passage identified as the answer, the marks, in some cases, were finally negated by very poor expression in English, that is, writing the opposite of what was really meant.

Candidates must bear in mind that Reading Comprehension carries with it a certain amount of analysis as well as logical and coherent thought. There should be clear, acceptable expression

in both French and English for answers to be well communicated to the examiners who have to read and correct the answers given.

### Detailed Comments

#### Passage 1 – *L'obésité, un gros problème de santé publique en Guadeloupe*

For Part (a), most candidates were able to identify the key answers to the question, particularly the ideas of *overweight* and *obesity*. Some, however, did not mention the statistics involved. An example of a correct answer is as follows:

*Le surpoids, autrement connu comme l'obésité, est un énorme problème à la Guadeloupe. En effet, une personne sur deux, soit 54.6% de la population, a des problèmes de surpoids.*

Most candidates gained full marks for Part (b). Some of them omitted the second part of the question which required them to state *how* the organization would have tried to resolve the problem. A correct answer could have been : *L'Agence Régionale de Santé (ARS) essayera de résoudre cette situation à travers une énorme campagne de communication ...*

Part (c) was only partially answered in many cases as candidates failed to address the time frame required in the answer. Many did not identify the year 2011. A candidate's correct answer was: *La campagne qui signalait les effets que produit la consommation de l'alcool \*dans l'année 2011 a déjà utilisé les mêmes moyens pour attirer l'attention des citoyens.*

Some candidates responded well to Part (d) and were able to identify most of the ways to be used for advertising the campaign. Some candidates were not specific when mentioning the different ways of attracting the attention of the public to the problem of obesity in Guadeloupe. Five elements were mentioned in the passage, but some candidates mentioned only two or three, thereby lessening their chance of obtaining full marks.

A candidate's correct answer was as follows:

*L'éducation du public \*envers les problèmes liés à l'obésité se répandra à travers des moyens de communication, spots télé et radio, en plus de panneaux de publicité placés le long des routes \*guadeloupéens. Des supports de \*communications mobiles (les bus) seront aussi inclus.*

While many candidates correctly answered both questions in Part (e), several of them confused the words 'consequences' and 'examples', and in many cases mentioned only the examples which they substituted for consequences. The section on *considérations esthétiques* was often omitted.

*\*An asterisk indicates an incorrect form, spelling or structure.*

There was a case where a candidate went to great lengths to explain what *le diabète* and *l'hypertension* were instead of re-writing these same words as the examples.

Here is an example of an answer which gained maximum marks:

*Le surpoids porte non seulement sur des considérations esthétiques mais aussi des complications sérieuses sur la santé et le bien-être de la personne obèse. Cela augmente aussi la fréquence de certaines maladies particulières, comme par exemple, l'hypertension, le diabète, et l'insuffisance dans les reins.*

From the passage, other examples of consequences included *des problèmes liés à l'accouchement et à la maternité*.

It was good to see that candidates performed fairly well on Part (f), answering the *why* and the *how* required for the answer.

This candidate's answer gained full marks:

*Ce problème s'aggrave car les Guadeloupéens mangent de moins en moins bien; ils augmentent la consommation de produits raffinés et préfèrent la restauration rapide, en plus de l'arrêt de presque toute activité physique, ce qui fait qu'ils deviennent de plus en plus gros. La campagne espère convaincre d'arrêter ces nouvelles attitudes alimentaires pour que le public recommence à manger correctement et aussi \*d'encourager les Guadeloupéens à changer leurs \*négatives attitudes envers l'activité physique.*

Part (g) was the best answered question in this section. Candidates found it easy to identify the three languages: *le français, le créole et l'anglais*.

## **Recommendations**

- Far too many candidates were lifting complete sentences from the passage to answer the questions. Not enough effort was being made to use different vocabulary. As a result, candidates lost marks when this could have been avoided. Teachers are being encouraged to remind their students that the questions on Passage 1 must be answered in their own words.

On the other hand, there are going to be words that will not require any explanation or definition, or words and phrases that are technical; candidates must therefore use their discretion when answering. For instance, it is unnecessary to write *la langue officielle de l'Angleterre* instead of *l'anglais*.

*\*An asterisk indicates an incorrect form, spelling or structure.*

- Candidates should read questions several times and underline crucial words which indicate what details are required. Teachers are encouraged to remind their students to write unambiguous answers.
- Closer attention should be paid to ensuring that questions with several parts are fully answered, for example, Part (b) required candidates to respond to the questions on “*quelle organisation va essayer de résoudre ce problème et comment?*”
- Candidates should always check their answers to ensure that they have completed all tasks and that they have correctly identified the right information from the passage to be used in their answers. They should also note the number of marks allotted for each question.
- Candidates must not include extraneous information when answering questions. Previous knowledge may be helpful, but this must not interfere with the passage under consideration. All information for answers must be relevant.
- Questions are to be numbered correctly. In some instances, candidates, in answering the various parts of Question 1 or 2, changed the letters to numbers. This must not be done.

Passage 2 – *Projet de reboisement de Sainte-Suzanne en Haïti*

Part (a) (i) was generally very well answered with many candidates providing clear and accurate information. However, the verb *nuit* was often misinterpreted as night, thus rendering some answers illogical. An acceptable answer was: *In the commune of Sainte-Suzanne, deforestation affects the communities as a whole with respect to their development.*

For Part (b) (ii), far too many candidates made the error of translating *l'un des meilleurs cafés au pays* as ‘the best coffee in the world’. An answer such as the following gained full marks: *In the past, the mountainous lands of Sainte-Suzanne allowed for the production of one of the best coffees in the country.*

For Part (b), stronger candidates performed very well, but vocabulary proved to be a problem and prevented many of them from providing correct answers. One frequent error was ‘The price of coffee rose’, and some answers were distorted as a result of the translation of *étranger* as ‘strange’ and *moyen* as ‘average’, for example, ‘the strange control of average of production...’ A good answer to this question was:

*The situation changed during the 1990s as a result of the fall of the price in coffee, along with foreign control over the means of production [which] speeded up the process of degradation of the environment.*

Part (c) proved to be very challenging. The problems that surfaced were as a result of lack of vocabulary, incorrect translation of words and poor expression in English. Phrases offered included ‘cultures of café’, ‘culture of subsistence’, ‘badly adapted to the sun of the mountains’.

An answer such as ‘The peasants were forced to replace their production and planting of coffee for a substance better adapted to the hot sun of the mountains’ gained no marks. A candidate’s answer which gained full marks was: *The peasants were forced to replace coffee crops with subsistence crops which did not adapt well to the mountains/[to the mountain soil].*

For Part (d), candidates were able to identify causes such as ‘poverty/lack of electricity/lack of gas/lack of trees’ but did not give details as to the associated consequences/explanations. An answer such as: ‘Two factors which affect the environment are the earth is less and less fertile and the extreme poverty and lack of electricity are forgotten and there is carbon intake’ gained no marks. A good answer required the following information:

*In Sainte-Suzanne, the lack of electricity and gas, along with extreme poverty are two factors which forced the residents to cut down scarce trees so as to create heating through the burning of wood or to [make] coal.*

Another important element was: *the lack of trees* (factor) \**cause problems during heavy rains [or hurricanes]* (explanation).

Many candidates were able to score full marks on Part (e) even though in several cases, the word *plantules* was clearly unknown. Candidates were expected to include in their answers the following information:

*There is a project to plant 50,000 suckers/young trees; the peasants are being trained to plant and protect their plants; the population is learning how to avoid deforestation; the support of the peasants is being sought to promote reforestation.*

For Part (f), the majority of candidates correctly identified five positive outcomes as requested, therefore gaining full marks. Some weaker candidates did not understand the words *abeilles*, *miel* and *apiculteurs* and were, therefore, unable to produce at least five elements needed for the answer found in the last paragraph of the passage.

The most difficult of the synonyms were those in Parts (g) and (h), whereas Parts (i), (j) and (k) were correct in most cases. The synonyms expected were *nuit/accélééré/ouragans/début /diminuant*.

### **Problems Noted**

- The lack of vocabulary was a great challenge and prevented candidates from providing correct answers and gaining full marks for questions.
- Many candidates had difficulty expressing themselves clearly in English. The answers were distorted, making it almost impossible to understand their intended answer.

*\*An asterisk indicates an incorrect form, spelling or structure.*

- Candidates used some words/phrases in French in their answers. In this section of the examination, no marks are gained for using the wrong language.

### **Recommendations**

- Candidates should read and re-read questions to ensure that they fully understand what is being asked.
- More care and attention should be paid to the progression of information in the passage so as to identify correctly where answers should be found, usually in chronological order.
- With respect to the synonyms, candidates should focus on the successive paragraphs as indicated by the question. Candidates are again reminded that they must look for expressions of the same part of speech as the one presented in the question.
- Candidates should be familiar with words like *nuire* (in the various tenses) and its word family as this will help to boost vocabulary. Dictionary work and on-going word-family exercises should be a regular part of classes.

### **Section B – Essays**

In this section, candidates were required to write an essay in French of 250-300 words based on one of five topics from Module 2 (*La société et les affaires sociales*). In order to receive the maximum mark of 24, candidates were expected to demonstrate the ability to present their ideas and arguments coherently and cohesively, in grammatically correct language. Candidates who were able to organize their essays with a good introduction, three well developed and illustrated points and a strong conclusion usually scored high marks for content. Those who were able to demonstrate an excellent grasp of grammar and idiomatic usage received high marks for their expression. The essays were given a maximum of 12 marks for Content/Presentation and a maximum of 12 marks for Correctness of Expression.

#### Question 3 (Crime and Violence)

« *La pauvreté n'est pas la cause principale du crime ni de la violence.* » *Commentez cette constatation.*

This question was answered by the majority of candidates. They provided information, facts, and ideas on several factors which contribute to crime and violence, including poverty, unemployment, the media, domestic relationships (violence) and illiteracy. Most essays presented a balanced opinion on the topic.

Question 4 (Gender Issues)

« *Malgré l'importance de la cause, on ne prend pas assez au sérieux le problème des violences faites aux femmes.* ». Commentez.

Many of the candidates who attempted this question failed to deal adequately with the demands of the essay. Several types of violence against women were mentioned — sexual harassment, rape, domestic violence, disrespect, discrimination — with vivid and factual examples but not enough statistical information. Suggestions for solutions were offered. Eight candidates attempted this question.

Question 5 (Religion in Society)

« *La religion devient de plus en plus un prétexte de confrontation entre groupes sociaux.* » Commentez.

This was not a very popular question, but generally, candidates who chose it handled it well. They showed convincing knowledge on current affairs and wrote interesting essays which highlighted different ethnic and religious groups and their confrontations. A few even traced the history of the hostility among feuding factions. Six candidates wrote on this topic.

Question 6 (Education)

« *L'éducation, seul moyen de créer une société équitable et stable.* ». Discutez.

This was a very popular question and candidates' performance ranged from satisfactory to excellent. Candidates presented ideas and facts on the role of education as it relates to the prevention or reduction of crime and other destabilizing factors in society, and the advantages in terms of increasing access to employment and reducing discrimination, among other things. Some candidates also explored the idea of education as a divisive force, increasing or contributing to the gap between the rich and the poor. Others mentioned different factors such as religion and moral values which create a stable and equitable society. Fifty-six candidates chose this topic.

Question 7 (Employment and Unemployment)

« *L'exode rural crée des défis urbains.* ». Discutez.

This was not a popular essay; seven candidates wrote on this topic. Candidates wrote about the problems associated with urban areas such as over-population, among other contributing factors.

## Further Comments

There is much work to be done in the area of improving candidates' facility in the French language. Far too many errors were made in grammar, expression in French and vocabulary. Many words were manufactured, drafted directly from the English and there was also the inclusion of words from other languages, in particular, Spanish. It was not deemed necessary to write in this report examples of inaccuracies in the target language, but rather, to make mention of the areas of concern listed below.

## Areas of Concern

- Subject-verb agreement
- Noun-adjective agreement
- Gender of nouns
- Lack of vocabulary (use of English and Spanish), 'Franglais'
- Incorrect use of *parce que* (where *à cause de* is needed)
- Too literal translations of ideas from English to French which lead to faulty and often garbled or distorted expression in French
- Incorrect use of idiomatic expressions
- Incorrect use and conjugation of tenses
- Incorrect spelling of words
- Insufficient development of ideas: lack of details, statistics, examples
- Irrelevant facts/ideas
- Misinterpretation of topic(s)
- Weak introduction and conclusion
- Lack of good paragraphing to indicate transitions
- Elements of arguments poorly expressed/organized
- Lack of varied evidence to support arguments or insufficient information for the body of essay
- Limited production, that is, a few lines or only two paragraphs written
- Essay plan written in English

## Examples of good use of language

- ✓ *Mais bien qu'on puisse reconnaître que la religion\* promouvoit l'unité, on ne peut pas nier qu'elle reste une force motrice des problèmes sociaux de nos jours* (from the Introduction)
- ✓ *Il convient de noter l'impact positif de ce secteur dans la société.*
- ✓ *De cette manière*
- ✓ *Par contre, il vaut la peine de souligner la tension évidente entre les mondes \*séculaire et religieux*

\*An asterisk indicates an incorrect form, spelling or structure.

- ✓ *Finally, one must understand that the root of a range of ethnic wars currently stems from discrimination*
- ✓ *There should be more control*
- ✓ *According to a survey conducted*
- ✓ *This type of disagreement remains \*the norm*
- ✓ *This observation is false*
- ✓ *It is necessary that people be prejudiced..*
- ✓ *It is without doubt a problem*
- ✓ *The banalization of acts of violence...*
- ✓ *The glorification of heinous acts...*
- ✓ *It is undeniable that*
- ✓ *It is worth noting that*
- ✓ *In order to achieve*
- ✓ *First/initially/however/secondly/from the other side/over/lastly/in order to conclude/in conclusion*

### **Paper 03 – Literary Analysis and Themes**

The examination this year presented a number of new themes and texts. Under the theme of La jeunesse, the following texts were studied: *Un papillon dans la cité*, by Gisèle Pineau and *La rue Cases-nègres* by Joseph Zobel. The second theme, L'individu et la société focused on the texts *La Chute* by Albert Camus and *Une si longue lettre* by Mariama Bâ.

#### **Section A – Literary Extracts**

In this section, candidates were required to answer one of four questions based on a literary extract taken from the prescribed texts listed above. Candidates were required to comment on plot, setting, characterization, and simple literary techniques.

#### **Popularity of Questions**

The majority of candidates, approximately 37.6 per cent, responded to Question 4 on the text *Une si longue lettre*. The other responses were distributed among the other three texts, with about 32 per cent of candidates selecting *Un Papillon dans la cite*; 17.6 per cent, *La rue Cases-nègres*; and approximately 12.8 per cent, *La Chute*.

\*An asterisk indicates an incorrect form, spelling or structure.

Question 1: *Un Papillon dans la cité*

In Part (a) (i), most candidates were able to identify the two adjectives required. Several adjectives were accepted *blanche, grises, sombre, immaculée*. Most candidates were also able to recognize and comment on the difference in the attitudes of the narrator's mother and stepfather towards her, as required in Part (b).

Candidates found some areas difficult. In Part (a) (ii), some candidates failed to identify the metaphor ... *le ciel avait jeté une longue nappe immaculée* and to explain its relevance. For Part (c), some of the responses given were limited, but generally, a large number of candidates offered fair responses. In Part (d), because of a limited range of structures in the target language, candidates had difficulty giving appropriate responses. They could have commented, for example, on the narrator's ability to laugh at herself, her powers of observation, or the fact that she has imagination.

Question 2: *La rue Cases-nègres*

This question was the least popular. However, about 86 per cent of those attempting it received marks between satisfactory and excellent, and approximately 18 per cent of these candidates scored full marks.

Responses to Parts (a) and (b) were generally accurate. In Part (a), most candidates were able to describe the expressions of joy and relief experienced by the author in the first paragraph. In Part (b), expressions such as *calme, profonde, ému, grave* were correctly employed to reflect M'Tine's mental state.

For Part (c), many responses were vague. Apparently candidates understood the question but were unable to express themselves appropriately. Narrative techniques were not readily identified, and most candidates simply lifted quotes from the extract. Marks were awarded for focusing on the fact that the narrator made relevant comments with regard to his grandmother's perplexing behaviour as well as his questioning of himself about the situation. Supporting quotations then corroborated the candidate's response.

For Part (d), some responses were insufficient. Candidates developed one point excessively instead of identifying at least two aspects of the relationship and developing these concisely.

Question 3: *La Chute*

This was the least popular text. An analysis of the performance of candidates on this question reveals that about 94 per cent of those who responded scored marks ranging from satisfactory to excellent.

For Parts (a) and (c), candidates performed fairly well. For Part (b), some candidates had difficulty analyzing how the manner in which the narrator related the story demonstrated the incident's effect on him. Some seemed not to have understood the question clearly.

Part (d) posed a challenge because many candidates did not properly separate the reactions of the narrator from those of the *auditeur*. *L'auditeur pose des questions; il est curieux et il s'intéresse à ce qui arrive à la femme. Par contre, le narrateur semble être distant, insensible. « Je ne sais pas vraiment, je ne sais pas...je n'ai lu les journaux. »*

#### Question 4: *Une si longue lettre*

This was the most popular text and generally candidates who chose this extract performed fairly well. The majority of the candidates, about 95 per cent, earned scores ranging from satisfactory to excellent.

For Part (a), most candidates correctly produced/identified descriptors which gave an insight into Daba's character. For Part (b), a number of students misunderstood who was the narrator and thus made comments relating to Daba instead of Ramatoulaye.

For Part (c), although candidates were generally able to recognize the comparison employed, *Si Modou était du lait...*, some failed to apply it to the relationship between the narrator and her husband. For Part (d), candidates experienced difficulty identifying the technique of questioning used by the narrator, which showed her sense of confusion, her uncertainty about what to do.

### **Recommendations**

- Candidates should be given regular practice with different types of questions.
- Teachers must continue to place emphasis on characterization, plot, themes, narrative techniques and so on.
- Mere lifting of citations from the text when explanations are requested should be avoided.
- Constant review of grammar is essential. Also, students should be encouraged to increase their exposure to the French language with a view to improving the quality and range of the language used in the responses to the extracts.

### **Section B – Themes**

This year, the word limit was increased. Candidates were required to write one essay, of 450 to 500 words in English, from the thematic areas *La jeunesse – Un papillon dans la cité* and *La rue Cases-nègres*, and *L'individu et la société – La Chute* and *Une si longue lettre*. Four questions were given, two on each theme. Overall, the majority of candidates displayed a commendable knowledge of the texts.

## Popularity of Questions

The majority of candidates, approximately 38 per cent, chose Question 8. The other responses were distributed among the other three texts, with about 33 per cent responding to Question 5, 19 per cent to Question 6 and 10 per cent to Question 7.

The preferred text for the majority of those who responded to questions based on *La Jeunesse* was *La rue Cases-nègres*. However, the majority of candidates chose a question based on the theme *L'individu et la société* and their preferred choice was *Une si longue lettre*. The least popular text was *La Chute*.

## Performance of Candidates

For the questions in Section B, over 90 per cent of the candidates were able to obtain scores which ranged from satisfactory to excellent.

### Question 5

*“Examine the portrayal of the grandmother figure in the text you have studied.”*

About 33 per cent of the candidates attempted this question. The majority of them were able to score marks ranging between satisfactory and excellent. All candidates were able to identify the grandmothers in the texts under consideration and to present satisfactory portrayals.

Candidates who opted to base their answer on *La rue Cases-nègres* gave a positive portrayal of M’Man Tine, her love for José, her sacrifice, her disciplinary nature. The question on *Un papillon dans la cité* was also handled well. However, some candidates misunderstood the term ‘grandmother figure’ and chose to focus on one grandmother only. Those who correctly interpreted the term, in addition to discussing Man Ya, also included an examination of Mohammed’s grandmother, Fatha.

### Question 6

*“In this novel childhood is not without difficulty and pain.” Discuss with reference to the text you have studied.*

Only about 18 per cent of candidates chose this question. Scores ranged from satisfactory to very good. For both texts, most of the candidates were able to identify the areas of the protagonists’ life that caused difficulty and pain. In some instances they did not properly analyze why. For many candidates, the essay was one-sided as the aspect of joy was hardly presented.

Question 7

*“Although the text seems like a monologue, it must not be forgotten that it is really a dialogue.” Discuss this view with reference to the text you have studied.*

This was the least popular question. A number of candidates who responded performed satisfactorily. However, in a few cases, candidates had difficulty especially in relation to *La Chute*. The question asked referred to form and structure and candidates seemed ill prepared to deal with that type of question. In addition, candidates found it difficult to select appropriate examples from the text to support their arguments.

Question 8

*The narrator-protagonist is a product of his/her culture and time. Comment on this view with reference to the text you have studied.*

This question was a popular choice among the candidates. Over one third of those who attempted it returned a very good performance. Some candidates were unable to do in-depth analysis and as a result spent a lot of time narrating.

**Further Comments/Recommendations**

- Students should be exposed to more discussion related to the author’s technique, style and tone when dealing with set texts.
- Students must be encouraged to take time to plan the essay in order to avoid rambling. Although there was evidence of improvement in this area, teachers should continue to pay attention to the organization of the essays so that ideas can be communicated in a coherent and clear manner.
- Candidates need to adhere to the word limit as penalties are imposed if it is exceeded. Generally, nothing is read after the cut-off point, therefore candidates may end up with lower than expected marks on a particular question.
- A number of essays showed evidence of extensive research, which was most commendable. However, the question of plagiarism arises because no acknowledgement, or very little was given to researched authors.
- Candidates are reminded that a French text, not the English version of the set text, should be taken into the examination.
- Candidates should note that they are rewarded for using valid citations in French to support points. They should be given much more guidance and practice in the selection and use of quotations to illustrate the points made. Care must be taken when using ellipsis with citations to ensure that the relevant part of the quote is written clearly. Indicating page numbers should be avoided as there are various editions of the texts being used.

- Candidates need to read instructions and questions carefully before answering the question set. It would also be useful if while writing the essay, they checked the topic at intervals to avoid any digression.
- Students must be reminded that, for their own safety, their registration numbers must be written in the spaces provided on pages used since papers can become detached.

## UNIT 2

### Paper 01 – Listening Comprehension

Candidates were required to respond to questions in English based on five short selections and an extended interview in French. As with Unit 1, the topics covered Modules 1, 2 and 3, and candidates were expected to be familiar with them. They were also expected to be able to understand authentic spoken French.

#### Section A – Short selections

##### Selection 1

The topic of this selection was Human Rights (Module 1).

Generally, Parts (a) and (b) were done well while Parts (c) to (f) posed a few difficulties. Candidates were unable to give full responses. This may have been due partially to their failure to understand some of the words or phrases, for example, *au besoin* which they thought was a noun meaning ‘needs’, and *indigènes* which they mistook for *jeunes*. Correct responses provided by candidates for this section are included below.

For Part (a), many candidates were able to state that a world/global conference had taken place, but some omitted the subject of the conference, human rights.

Many candidates did not understand *promouvoir* in Part (b) and so were unable to say that countries should ‘*uphold (promote) and protect all human rights.*’

Quite a few candidates were able to talk about the reformation of the judicial system in Part (c); however, many did not understand *a prévention des crises*. A correct response was: *They must contribute to the prevention of crises and reform the judicial system.*

As noted above, not many candidates understood *peuples indigènes* – ‘indigenous or native people’ in Part (d). Answers often referred to *young people* and ‘the people of Haiti’ as the ones benefitting from the declaration made by the United Nations. ‘Haiti’ might have come from a misinterpretation of this section: *la Déclaration sur les droits des peuples indigènes a été adoptée...*

Part (e) was one of the most challenging sections of the question for many candidates. The following answers received full marks: *The people organize themselves and fight in order to be heard/They are fighting to be heard.*

Part (f) was as challenging for many candidates as Part (e), and a few candidates scored no marks. *Leur mode de vie* was often interpreted as ‘their right to life’. The correct answer was: *They want respect for their organization and their way of life.*

## Selection 2

This selection dealt with Social Unrest (Module 1).

For Part (a), many candidates spoke about ‘popular decisions’ (the opposite of *impopulaires*) and some spoke of the ‘decisions of the population and the government’. Nevertheless, quite a few provided the correct response: *Unpopular decisions of the government contribute to conflict.*

Most candidates were able to identify only some of the key words needed to respond to Part (a). Many tended to substitute words such as ‘statue’, ‘state’ and ‘statute’, for ‘status (*le statut social*)’, and some simply wrote ‘security’ instead of ‘job security’, thereby changing the meaning. The correct answer was: *There may be a threat to social status, standard of living and job security.*

Part (c) was generally well done. Some candidates erroneously applied a general knowledge of trade unions to answer this question. Some candidates stated that trade unions themselves create conflict or are the source of conflict, but many were able to give correct answers such as: *Trade unions are organisations used to help resolve problems/They are employed to resolve conflict.*

Part (d) was also very well handled by most candidates. The following answers received full marks: *There are various types of activities, but they are effective* and *They are varied but effective.*

Part (e) seemed to pose the most difficulty for candidates who mistook *faim* for *femme* and provided answers such as ‘protests concerning women’, ‘female brutality’, ‘problems faced by women.’ or ‘assaulting women’. Several other expressions proved challenging: *grèves*, *incendie*, *biens matériels* and *locaux*. Some erroneous responses included ‘insinuating their own materials’, ‘local occupation of places and turn on fire objects and places.’/‘The legal occupation...’/‘the illegal occupation of the mad...’ An example of a full response was: *Three activities are hunger strikes, illegal occupation of a place and setting fires to objects.*

### Selection 3

The topic of this selection was Agriculture (Module 3).

Although Part (a) was widely known, candidates seemed unfamiliar with the word *lancement*. This was evident in responses such as, ‘the leaching of a new project’, ‘the licence of a new project’ and ‘the throwing of a new project’. One correct response for this section of the question was: *The launching of new projects in the agricultural sector*.

For Part (b), many candidates understood that there was the discovery of oil in the 1970s, however many did not understand that this led to a decrease in investments in agriculture. Some stated that investments increased while others stated that oil was investing in agriculture. One correct response was: *The discovery of oil occurred in the 1970s and because of this the agricultural sector suffered a decrease in investments*.

Part (c) posed very little difficulty for candidates and was very well handled. The answer: *This is called The National Programme of Economic Development and Diversification*.

As with Part (c), Part (d), was very well handled by many candidates although a few gave only one part of the answer. Others were able to provide both elements of the required response: *They are doing this in order to create employment in rural areas and to reduce the amount of expensive food imports*.

### Selection 4

This selection dealt with Tourism (Module 3).

As with most of the other selections, quite a few candidates showed a lack of knowledge of certain common words and a misunderstanding of the passage.

Part (a) was well handled by many candidates who provided the response, *Tourism has an important role to play in the economy of a country*.

Part (b) was especially challenging because of the phrase *en termes de recettes en devises*. This can be seen in answers such as ‘they are the receipt of divides’/‘the application of visa’/ ‘in terms of resetting...’ A full response was: *Three areas are production, investment and revenue/foreign exchange*.

For Part (c), candidates tended to give correct answers for only two of the three categories required, although some also misunderstood *les femmes*, referring to ‘the family’, ‘hungry people’ or even ‘farmers’ instead of ‘women’. The third group – *les personnes de faible niveau d’instruction* proved challenging because of the word *instruction* and the confusion between *niveau* and *nouveau*. Some of the responses given are listed below:

- people with weak abilities to follow new instructions

- individuals with a weak level of construction
- persons with weak levels of production
- disabled persons
- people who are mentally challenged
- persons of weak or new construction
- persons who are at a weak level of infrastructure

Some candidates were able to get all three correct as shown in the answer, *Three categories are: young people, people who have little education and women.*

### Selection 5

The topic of this selection was E-commerce (Module 3).

Some vocabulary was also misunderstood in this selection which proved to be the most challenging of all presented in this section. In some instances, *physique* was given as the English noun ‘physique’, as opposed to the adjective ‘physical’. *Repartir* was also misunderstood and given as ‘to see’, ‘to get in contact with’. Nevertheless, some candidates were able to attain full marks.

Part (a) proved to be challenging to some candidates who felt that internet shopping was just like shopping in person. Nevertheless, more than 50 per cent of them understood that *The frustrations of Internet shopping have caused her to rediscover the joys of physical shopping.*

While some candidates were able to provide the following correct response for Part (b), *She wants to know how one can buy clothing and shoes online without having tried them on before*, others struggled to provide a correct response, providing answers that spoke of her having difficulty finding clothing to fit her physique, or being able to buy them on-line without trying them on.

Part (c) proved to be the most challenging section of the questions, based on this selection, for most candidates. Only a few candidates provided a complete response that earned full marks: *On 99 per cent of the sites, the descriptions are incomplete and they usually contrast with the description of the product on another site.*

Part (d) was well handled by most candidates who managed to produce responses similar to the one presented here: *It is less stressful. You receive and leave with the product immediately.*

## **Section B – Expanded Interview**

### Selection 6

The topic of this selection was the disease, Malaria (Module 2).

There were many instances in this selection where candidates had problems with vocabulary in terms of (i) words related to the topic, for example, *fièvre*, ‘sang’, (ii) words with nasals and other sounds, for example, *moment/maman*; *sang/sein*, (iii) words linked by liaison, for example, *en Asie*, and (iv) English words which candidates made up in order to express themselves. Examples include ‘mammoth’, ‘mammal’, ‘mother’ for *le moment*; ‘an examination of the breast’ for *un examen de sang*; \*‘burdenous’, \*‘poliverisation’, and \*‘Nasie’, \*‘Nazi’, \*‘Ronaise’ for *en Asie*. The word *habitude* was often confused with ‘*habitat*’. Some answers were not logical. For example: ‘They have different habitats, for example the momon lives in its preferred victim – man or animal.’ And ‘...they have different habitats, for example the moment they bite...’

Nevertheless, some candidates performed very well and model answers can be found below.

The answer for Part (a), *Two geographical regions are Asia and Africa*, was correctly provided by candidates. Although this section of the question was handled reasonably well, too many candidates scored only partial marks because they only included one region.

In Part (b), most candidates performed well and were able to provide a concise, accurate response: *Before leaving to travel to these areas the first thing one must do is consult one’s doctor.*

Most candidates scored at least partial marks for Part (c), as they were able to identify at least one factor. An accurate response was: *Two pieces of information are that the doctor will prescribe medication that is adapted to your destination and the duration of the trip and also to the circumstances of your stay.*

Part (d) was one of the most challenging for many candidates who did not understand *Si vous êtes pris de fièvre dans les deux mois qui suivent votre séjour... .* Some wrote about a fever lasting more than two months or for two months. Most candidates scored at least partial marks. An expected response was: *If you have a fever within two months following your return you should consult a doctor.*

Very few candidates got Part (e) (i) correct. They provided responses that simply stated ‘consult a doctor’ or ‘do a breast/chest examination’. A correct answer was: *Do a blood test.* For Part (e) (ii), many candidates gave this correct response to the question, *Treatment must begin immediately after the results.*

*\*An asterisk indicates an incorrect form, spelling or structure.*

In Part (f), the word *habitude* proved challenging, and as a result many responses dealt with the environment within which mosquitoes live. A correct response was: *There are many varieties, they have different habits and they differ in terms of when and who they bite.*

Most candidates scored at least partial marks for Part (g). An expected response was: *Mosquito nets soaked in insecticide are one of the easiest and most efficient ways of fighting against malaria.*

For Part (h), candidates were required to find two of three factors. As with Part (f), candidates misinterpreted the word *habitudes* and provided responses that dealt only/specifically with the habitat of the mosquito. Others spoke of a program of educating the villages about the mosquitoes. A correct answer was: *How resistant the mosquito is to the insecticide, knowledge of the habits of the mosquito and the degree to which internal spraying is carried out in each village.*

A good response to Part (i) was: *The economic crisis has neither slowed down nor regressed/stopped the fight against malaria. They are aiming to have almost no deaths by the end of 2015.* Although many candidates were able to score full marks on this question, some struggled to explain that there was no hindrance to the progress made in the fight against malaria or that there was a goal of almost zero deaths by the end of 2015. Others stated that there was neither a progression nor a regression in malaria.

## Recommendations

- As with Unit 1, candidates are advised to read the questions correctly to ensure that the best possible answers are given.
- Students must seek to hone their listening skills regularly and must review as much vocabulary pertaining to the topics as possible, in and outside of class time. They should also read more widely on each topic.
- Additionally, candidates need to improve their ability to express themselves as at times it was challenging trying to determine what candidates meant, even though responses were given in English. Although it is better to write something than to leave blanks, care must be taken with expression. The following responses indicate the difficulty some had in expressing themselves:

\*Extreme hungry protest

\*The people are organising an attempt to increase attention

\*Prevention of crises

\*Indigenerates

*\*An asterisk indicates an incorrect form, spelling or structure.*

- While previous knowledge about a particular topic can be beneficial, candidates should refrain from writing information that is not provided in the listening passage.
- Candidates are again advised to read their responses several times to ensure that each response is clear, concise, and unambiguous. It is best to avoid too much paraphrasing

- Candidates are reminded that responses to questions on this paper are to be given in English and that marks will not be awarded to those who disregard the instructions to do so.

## **Paper 02 – Reading and Writing**

### **Section A – Reading Comprehension**

This section of the paper required candidates to respond to questions based on two passages in French. Passage 1 was based on Module 1: L'Actualité. Candidates were required to respond in French to questions asked in French, as with Unit 1. Passage 2 was based on Module 3: L'Industrie et l'économie and required candidates to respond in English to questions asked in English.

### **General Observations**

Candidate performance on Passage 1 was very good. Most candidates answered all the questions related to the passage but the most challenging question was Part (e). The greatest difficulties experienced in this section were firstly, candidates' inability to identify the specific area of the passage where the answer(s) should be found and secondly, their failure to use their own words in answering the questions. Again, candidates ignored the warning that they would be penalized for disregarding instructions given. Teachers and students are being reminded that this warning should not be taken lightly.

The first three questions, Parts (a), (b), and (c), were worth a total of 14 marks and were all based on the first paragraph. Some candidates answered Part (c) from the second paragraph.

Candidates handled the questions on Passage 2 very well, and this was commendable.

### Passage 1 – Agitation et conflit

For Part (a), most candidates were able to identify the elements which gave a pessimistic tone, but some gave an analysis based on the vocabulary used instead of providing the details of the activities stated in the paragraph. The words *précaire* and *embourbés* were unknown to some candidates.

An example of a correct answer which obtained full marks included the following elements, even though there were some errors:

*Le point de vue du premier paragraphe est certainement pessimiste car il se focalise sur la guerre. Le paragraphe met en avant le fait que divers pays à travers le monde sont en proie \*du guerre \*où ils manquent \*la stabilité civile ou politique. Le paragraphe souligne le fait*

*que plusieurs pays continuent à être touchés par la guerre même si la guerre a été mise \*en terme. \*Aussi, le paragraphe mentionne que quelques pays sont en voie d'une guerre.*

Generally, candidates answered Part (b) fully, providing all the details required. The weaker candidates could not, however, provide the necessary elements of the answer as they did not seem to understand how conflict could be a systematic process.

An example of a candidate's answer which gained full marks is as follows:

*“Le conflit est un processus avec un éventail d'étapes. Le conflit commence ou est suscité quand il existe un conflit \*des idées ou de \*position dans un groupe ou parti. Ce conflit est verbal. Après, il y a une menace et le groupe ou parti se sépare et finalement la violence est provoquée”.*

Most candidates answered Part (c) well, although some of them misinterpreted the last part and presented a distorted version of the phrase *la stabilisation à l'étape finale*. The weaker candidates confused the answers for Parts (b) and (c) and some of them even used the answer for Part (c) in Part (d).

A correct answer given by a candidate was:

*On apprend que la route du conflit n'est pas linéaire. La route \*de conflit peut être \*constitué d'oscillations consécutives ou \*les agitations ou manifestations avant \*de l'étape finale qui est la violence. Donc, les étapes du processus du conflit ne sont pas fixées mais \*le fin du processus (la violence) est \*immutable.*

Some candidates were able to identify the points necessary to provide a full answer for Part (d). It was found, however, that many of them lacked sufficient vocabulary to allow them to successfully render the following statement in their own words: “... *sans que les citoyens disposent de mécanismes institutionnels compétents.....*” The answer for this question came from the second paragraph and unfortunately, many candidates were not able to describe accurately the political situation that could lead to violence.

*\*An asterisk indicates an incorrect form, spelling or structure.*

The following answer by a candidate showed full comprehension of the text:

*L'autocratie ou \*la manque de démocratie est la racine des soulèvements violents. Quand le peuple n'\*ont pas \*de droit de sélectionner le gouvernement et il existe un parti unique (ou \*un manqué d'un parti d'opposition), un régime militaire ou \*un cas d'un chef d'état ou le régime maintient son pouvoir \*pour plusieurs années, la*

*violence est incitée. Ces situations facilitent l'empiétement des droits de l'homme ou l'abus du pouvoir et les citoyens n'ont aucun accès à la justice. Le ressentiment de ces régimes politiques est répandu et le seul moyen d'effectuer les changements.*

A number of candidates had difficulty answering Part (e) as they were unable to critically read the paragraph under consideration and arrive at a conclusion based on the information given. An answer with the following elements was expected: general statement referring to change, the political change and finally, individual change.

A correct answer could have been:

*Quelques personnes voudraient / aiment le changement. Sur le plan politique, un peuple aime voir un nouveau pouvoir et non pas parce que les leaders sont mauvais ou incompetents, mais parce qu'ils sont fatigués de les voir au pouvoir. Sur le plan personnel, on aime jeter des choses qui sont toujours utilisables (sa voiture, sa bicyclette ou sa chemise) tout simplement \*car on ne trouve plus de plaisir en les utilisant même s'ils ne sont pas abîmés.*

### Passage 2 – L'importance du pétrole

For Part (a), candidates provided all the points necessary for a full answer in most cases. A correct answer was:

*Oil is present in all operational levels of our society. It constitutes 35% of the world's energy. Transportation for the working population depends on oil. Oil is also used in other areas such as homes where it provides fuel, it is used in agriculture, in the petrochemical industry (plastics and textiles) and in public works (asphalt).*

Part (b) was well answered except that some candidates translated milliards as 'million'. The following answer gained full marks:

*The oil industry earns foreign exchange of about 6 billion dollars per day. For example, the United States and Europe import 1.5 million tonnes of oil each day. Oil is a necessary resource for economies and it is not yet surpassed by sources of renewable energy which is still in the minority.*

*\*An asterisk indicates an incorrect form, spelling or structure.*

Part (c) was very well answered. Candidates gave adequate information to gain the total marks for this question. An example of an answer gaining full marks follows:

*With oil, a country can obtain economic and military security, industrial growth and means of transport. Oil is a highly coveted source of wealth that determines a*

*country's status in the world and countries with oil are placed in a very advantageous position in the world.*

Part (d) was the most challenging question. Many candidates simply translated the words which resulted in a garbled answer. Too many missed the idea of France moving upward in rank to the third or even second placed oil producing country in 15 years, and many also missed the point that discovery of oil for France would enhance the economic status of the population of French Guiana. Some candidates were only able to partially answer this question, therefore losing some of the 4 marks allocated for the full information required.

Candidates easily identified the synonyms for Parts (e) to (f).

For Part (h), several candidates gave *déplacer* only.

Part (i) proved to be challenging. Some of the answers suggested included: *statut, début*. Expected answers were: *strates/travailleurs/environ/se déplacer/montan*.

### **Recommendations**

- Candidates are being reminded that full attention must be paid to the chronological order of the questions so that cut-off points for answers can be clearly made after having read the text under consideration. The last question may, at times, lend itself to an evaluative type of questioning where candidates' analytical and critical thinking skills may be brought into play. At this point, a general overview of the content of the passage may be necessary.
- Candidates are reminded that they should also read beyond where they think the answer is located to ensure that they have selected the most relevant information as their response.
- Candidates are again being reminded that they are asked to skip lines between sections of the question to allow for ease of marking. They should also not write each answer on a different page.
- Candidates need to pay more attention to vocabulary building, as this seemed to be a weakness of many of them in this examination. They must read more extensively on all the relevant topics of the three modules and note the new vocabulary. A concerted effort must be made to reuse the new vocabulary in exercises such as paragraph and essay writing, oral presentations and listening comprehension.
- Please see the recommendations made for Unit 1 which are also applicable to Unit 2.

### **Section B – Essays**

In this section, candidates were required to write an essay in French of 250-300 words based on one of five topics from Module 2 (*La science et la technologie*). In order to receive the maximum mark of 24, candidates were expected to demonstrate the ability to present their ideas and arguments coherently and cohesively, in grammatically correct language.

Candidates who were able to organize their essays with a good introduction, three well developed and illustrated points and a strong conclusion usually scored high marks for content. Those who were able to demonstrate an excellent grasp of grammar and idiomatic usage received high marks for their expression. The essays were given a maximum of 12 marks for Content/Presentation and a maximum of 12 marks for Correctness of Expression.

### **Medicine and Ethical Issues**

#### Question 3

*“Aujourd’hui si vous êtes malade, il faut être riche aussi. Quel dommage!” Commentez ce jugement.*

This was not a very popular question but some candidates who attempted it were able to present relevant points. They included issues such as:

- (i) The high cost of medicine as a result of recent advances in the field.
- (ii) The inability of poor people to afford medical attention.
- (iii) The lack of equipment at public health facilities.

#### Question 4

*“Les êtres humains ne doivent pas participer aux expériences médicales. C’est une violation des droits de l’homme.” Commentez cette opinion.*

This was not a popular question and of the candidates who chose to write on it, many did not address the issues stated in the question. They wrote an essay which dealt with medical progress and did not correctly interpret the word *experiences*. The idea of the violation of human rights was hardly addressed.

### **Impact of Information and Communication Technologies**

#### Question 5

*“L’informatique et la technologie: ennemies ou amies du crime?” Discutez.*

This was a highly popular question and was generally well done by the candidates who interpreted it correctly. Some of the points discussed were: cyberbullying, identity theft, credit card theft, enhanced criminal activity and paedophiles preying on children. With respect to the idea of ITC being the enemy of crime, candidates discussed its benefit to the police in solving crimes through surveillance, better tracking of criminals and DNA testing.

Question 6

*“Le portable et les produits de ce genre sont les dieux de la société moderne.” Discutez.*

This question was a very popular one. However, many candidates did not address the statement ‘sont les dieux’. Again, responses were of a general nature, focusing more on the use, and the pros and cons of cell phones. One interesting response looked at “gods” in a negative way and decided that cell phones and related computerized products were diabolical.

Question 7

*“Grâce à l’ordinateur, l’écart entre les pays riches et les pays pauvres se réduit.” Êtes-vous d’accord avec cette opinion? Justifiez votre réponse.*

This question was not a very popular but candidates who chose this, handled it well. Some of the opinions expressed focused on the use of the computer to bridge the gap between rich and poor countries through access to education, information and trade, as well as to provide opportunities for poor countries to obtain help in times of disaster. Candidates also discussed the idea that, on the other hand, poor countries had more pressing issues to consider such as the lack of necessary services as well as hunger, and really had no money to invest in computers.

**Comments**

Weaknesses noted in the Unit 2 essays included:

- Poor expression in French, for example, *Néanmoins \*cela même chose \*dans Jamaïque...*
- Lack of vocabulary which meant that candidates resorted to using English words, for example, *...la technologie est... pour \*research et \*entertainment.*
- Spelling errors, for example, ‘medécine’
- Lack of agreement: subject/verb, noun/adjective, for example, *les gens \*depend....les réseaux \*sociales...*

*\*An asterisk indicates an incorrect form, spelling or structure.*

### Examples of Good Use of Language

- ✓ *D'abord, il conviendrait de dire que les ordinateurs \*améliore les systèmes éducatifs des pays pauvres .*
- ✓ *La révolution numérique a engendré l'envahissement des ordinateurs à travers le monde. Ces ordinateurs nous apportent un éventail de possibilités dans le milieu éducatif et économique.*
- ✓ *Une arme à double tranchant*
- ✓ *Les ordinateurs dans le milieu scolaire \*favorise une approche pédagogique...*
- ✓ *Un essaim d'information*
- ✓ *Accroître / inciter*
- ✓ *Essentiellement / de plus en plus ....*
- ✓ *De surcroît..*
- ✓ *En revanche, ce serait facile de nier que..*
- ✓ *En guise de conclusion...*
- ✓ *Une recrudescence*
- ✓ *La marginalisation des personnes \*aux pays pauvres*
- ✓ *Nous devons examiner maintenant l'impact...*
- ✓ *Les ordinateurs sont trop coûteux pour la plupart des citoyens dans les pays pauvres*

### Recommendations

- Having noted the areas of concern in Section B - Essays of both Units 1 and 2, teachers and students are encouraged to pay close attention to those areas so that writing in French at an advanced level can be improved. More attention should be paid to the development of essay plans and essay-writing.
- Greater attempt should be made by more candidates to use the subjunctive in their essays. More advanced structures and good idiomatic expressions should also be learnt and used appropriately, in the right context.
- Candidates should read widely and make good use of the various media to keep up-to-date with current events and ideas.
- Relevant vocabulary should be given to students for the topics studied. Texts that are relevant to the modules under study should be sought after in newspapers, magazines or on the Internet. There is a plethora of material available to students. Each student should try to develop a passion for learning.
- Teachers should encourage students to do error recognition exercises in order to make them more aware of correct grammar and vocabulary.
- Basic grammatical structures taught at the CSEC level should be reinforced among the weaker candidates. This should also be extended to the use of the subjunctive, impersonal expressions with the infinitive or with the subjunctive, the passive voice, and the use of the gerund and the present participle.

*\*An asterisk indicates an incorrect form, spelling or structure.*

- The use of past paper questions, especially in the essay section, would be useful for students to formulate their own responses in order to develop their writing skills. This will help them to develop their critical thinking skills and be able to use relevant information to address the questions posed.

### **Paper 03 – Literary Analysis and Themes**

#### **Section A – Literary Extracts**

Candidates were required to answer one of four questions based on a literary extract taken from the prescribed texts – *Pays mêlé suivi de Nanna-Ya*, *Pays sans chapeau*, *Les mains sales* and *Une saison au Congo*. Candidates were required to comment on plot, setting, characterization, themes and simple literary techniques. The performance of the candidates ranged from minimal to excellent, but, on average, candidates performed very well.

#### **Choices made by Candidates**

The responses were well distributed among candidates, however, the most popular choices were Questions 2 and 4 which focused on the texts *Pays sans chapeau* (about 30 per cent) and *Une saison au Congo* (about 29 per cent). These were followed by *Pays mêlé suivi de Nanna-Ya*, which was chosen by about 22 per cent of the candidates. Approximately 19 per cent of candidates based their answers on *Les mains sales*.

#### Question 1: *Pays mêlé suivi de Nanna-Ya*

The majority of the candidates who opted for this text demonstrated a good knowledge of the text. Most of them were able to score between satisfactory and excellent for this question.

Part (a) was well done. Most candidates recognized the social class of the Aubrun family and were able to support their answer with an appropriate reference to the extract. For Part (b), a few candidates incorrectly identified Altagras as a man. Candidates were able to refer to her role as mother. For Part (c), some candidates were unable to identify the narrator's intervention. Focus needed to be placed on the technique used by the narrator to draw one's attention to the plot as well as the highlighting of points which would serve in the subsequent development of the plot. Part (d) was fairly well done. The main subject dealt with in the extract was identified — family relations and events in Berthe's life — but in some instances, candidates did not fully/properly justify their choices.

#### Question 2 *Pays sans chapeau*

Candidates found some parts of this question challenging. Most understood that the dialogue was about a man trying to sell a watch to the narrator.

For Part (a), candidates were expected to comment on the milieu in which the incident took place. Some candidates were unfamiliar with the term *milieu* in the given context. For Parts (b) and (c), it was difficult for candidates to identify the author's technique.

In Part (d), the narrator relates his rediscovery of his country and describes some of the people who make up the society.

### Question 3    *Les mains sales*

Generally, candidates were very familiar with the plot and characters. The major difficulty stemmed from the fact that candidates did not read Part (a) carefully and therefore had problems identifying where in the extract to look at Hoederer's views.

### Question 4    *Une saison au Congo*

Candidates performed well in responding to Parts (c) and (d). The following areas proved problematic:

For Part (a), some candidates were unable to comment effectively on Lumumba's popularity. In addition, some used knowledge of the entire text to answer the question instead of concentrating on gleaned the information from the context.

Part (d) asked candidates to find the elements that would indicate that the extract reflected some of the important issues in the play. Some candidates simply reproduced/quoted sections from the text without linking them to a specific theme, such as betrayal, for example. In identifying *les questions principales*, some candidates gave vague/generalized answers instead of specific themes.

## **Section B – Themes**

Candidates were required to write one essay, of 450-500 words in English, from the thematic areas *La vie moderne* and *L'engagement politique et social*. Both themes were new, and texts *Pays mêlé suivi de Nanna-Ya*, *Pays sans chapeau* and *Une saison au Congo* were on the syllabus for the first time.

Four questions were given, two on each theme. All questions were clearly stated and posed no undue problems in comprehension. In general, many candidates displayed a sound knowledge and understanding of the plot and the characters of the set texts but some struggled to apply the information to the set questions.

### **Choices made by Candidates**

The majority of candidates (52 per cent), responded to a question from the theme *La Vie Moderne*. Question 6 was the most popular and the preferred text was *Pays mêlé suivi de*

*Nanna-Ya*. This was followed by Question 8, with the majority of candidates opting for *Les Mains Sales*. The least popular question was Number 7.

#### Question 5

*Discuss the depiction of society in the text that you have studied.*

The majority of those responding to this question chose *Pays mêlé suivi de Nanna-Ya*. Some were unable to properly assess the presentation of the society by the author in terms of its different facets: economic, political, social, racial and so on. Nevertheless, a few others succeeded in appropriately applying their knowledge of the set text to the question.

#### Question 6

*“Within the context of Caribbean literature, male characters have generally been portrayed in a negative light”. To what extent is this true in the text that you have studied? Justify your response.*

The text of choice in responding to this question was *Pays mêlé suivi de Nanna-Ya*. Most candidates were familiar with the plot and the characters. The application of knowledge to the question was again a weakness. There was a lot of mere recalling of the story. While many candidates were able to correctly present the flaws and qualities of specific male characters, in-depth analysis was missing from a large number of responses.

#### Question 7

*“A dismal view of political life”. Discuss this opinion with reference to the play that you have studied.*

This question required a thorough understanding of the plot in both plays. This seemed more unclear in the essays referring to *Une saison au Congo*. Difficulty in applying knowledge of the set texts to the question was the major weakness identified. In addition, sometimes candidates confused characters or could not separate major characters from minor ones.

#### Question 8

*Discuss the theme of loyalty in the play that you have studied.*

Although many candidates were able to adequately discuss the theme of loyalty, both plays required better preparation by candidates. Some shortcomings included the tendency to merely relate the story, occasional highlighting of minor characters over major ones, inadequate analysis, extremely long introductions and inclusion of irrelevant information.

## General Comments

- Candidates need to be encouraged to be more concise in their introductions.
- There was an improvement in the organization of the essays, however, candidates must be encouraged to adhere to the word limit because there are cut off points when essays are corrected.
- More practice in essay writing is essential.
- Candidates should read questions closely before choosing and attempting them.
- Teachers need to remind candidates that quotations must be in French. In addition, candidates must make sure that all quotations used are valid. More practice is needed in inserting quotations into written presentations.

## Paper 04 – School-Based Assessment (SBA)

### UNITS 1 and 2

#### General Remarks

Generally speaking, many students must indeed be commended for their efforts in their oral examination. This year, Paper 04 was compulsory for all students. In both units, students showed evidence of having acquired a high level of fluency and accuracy when speaking the language. This could only have been achieved through the hard work and dedication of not only the students but also the teachers involved. Nevertheless, there were several students, who due to a lack of proper preparation, struggled through the examination as they experienced grave problems with understanding questions and expressing themselves. The development of one's fluency and accuracy in a foreign language must be viewed as a process that is not instantaneous and so teachers and students alike must seize every opportunity to develop these skills.

#### The Prepared Topic

For the most part, students showed evidence of thorough research and were able to present useful statistics that served to enhance the overall quality of their presentations. This applied to both units. The majority of candidates selected topics that were pertinent to French-speaking countries, mainly France, Haiti and Martinique. However, in a few cases, there was no reference to a French-speaking country and both teachers and students are reminded of this important component of the topic selection. Fortunately, the topics selected all fell within the ambit of the three modules for the unit being prepared.

Marks received in this section of the exam were very high, as pronunciation and fluency were at their best. In a small number of cases, marks were as low as 5/12 and this was primarily

due to poor delivery, frequent grammar errors, innumerable pronunciation errors and marked hesitation. Teachers are therefore being reminded of the important role that they play in ensuring that presentations are viewed before the examination and that students receive proper guidance in the areas of pronunciation and grammar.

Lastly, as clearly indicated in the syllabus, presentations are to be three minutes in length and so students are being asked to respect this stipulation. In some instances, presentations were as long as six and even seven minutes. Teachers are being urged to avoid any interjections during the presentation.

Some Unit 1 topics selected included:

- *La dépression chez les jeunes en France*
- *Les mauvais traitements envers les femmes*
- *Le mariage homosexuel et l'attitude envers les gays en France*
- *Le sport et son influence sur les jeunes Français*
- *L'islamophobie en France*
- *La France: est-ce que la laïcité empêche le multiculturalisme?*
- *La culture martiniquaise*
- *Le chômage*
- *L'influence des medias*
- *L'obésité en France/Le SIDA en Haiti*

And for Unit 2

- *L'agitation politique au Mali*
- *Les enfants soldats au Tchad*
- *L'impact du commerce électronique sur la vie économique en France*
- *L'expulsion des étrangers par le gouvernement dominicain*
- *La violence sexuelle en République Démocratique du Congo*
- *L'usage de la technologie de l'information et de la communication dans le système éducatif en Haïti et en Jamaïque*
- *La mutilation génitale au Sénégal*
- *La cyberintimidation et son impact sur les adolescents en France*
- *La chirurgie esthétique en France*

## **Topic Conversation**

### Comprehension

Generally speaking, students had done sufficient research to be able to respond appropriately to the questions posed. In a few cases, however, it seemed that the students could anticipate

the questions and their responses flowed in a very unnatural way. Teachers are therefore being cautioned about providing students with questions and answers prior to the examination. This will only help to protect the integrity of the exam. In addition, this section, according to the syllabus, is five to six minutes in length, and so three or four questions will not be sufficient, particularly if the questions are based on the exact information given in the presentation. Finally, teachers are reminded to ask questions that will elicit facts and opinions not stated in the presentation. In this way, candidates will be encouraged to expound on the subject that they have researched and not merely repeat what they have already stated.

#### Correctness of Expression/Vocabulary

This very important section continues to be the area that poses the greatest challenge for students. The most outstanding students showed great competence in their mastery of the language, using a whole gamut of tenses, the subjunctive mood, idiomatic expressions, to mention a few, and this applies to both units. Those students and teachers must be commended for their efforts. However, a large number of others, due perhaps to nervousness or a lack of adequate preparation, produced sentences so garbled that they could not be understood.

#### Pronunciation/Intonation/Fluency

Pronunciation, for the most part, ranged from good to excellent. Some students received full marks. The strategies being used by the teachers to accomplish such a feat in these young learners must be continued. However, several others made many errors, including pronouncing final consonants when not necessary, ignoring compulsory liaisons, mispronouncing nasal sounds and anglicizing the pronunciation of words. Lastly, more attention ought to be paid to intonation as it affects the quality of the French produced. In light of this, students are being encouraged to listen to authentic French material which they can source from the Internet via YouTube and other sites.

### **General Conversation**

#### Comprehension

The majority of students was able to respond to the questions asked on a variety of topics. As with the Topic Conversation, teachers are reminded of the recommended length of this section which is 5-6 minutes. They should also note that questions are supposed to range from easy to challenging and should cover a range of topics from the unit. Failure to comply could lead to penalties.

### Correctness of Expression/Vocabulary

As with the Topic Conversation, some students produced excellent French while others struggled with tenses and syntax. An example of this is seen in the following: \*‘*En le futur, je voudrais être une linguiste, je voudrais fluent dans ces linguas (langues)*’. At this level, this type of sentence is highly unacceptable. Teachers are therefore being encouraged to provide the necessary assistance or to make recommendations to students to overcome their weaknesses.

### Pronunciation

Generally speaking, pronunciation was slightly better in this section than in that of the Topic Conversation, perhaps because students have had more opportunities to use the vocabulary during their classes and would have been corrected when necessary. Performance ranged from poor to excellent. In some cases, much more practice is needed.

### **Common Difficulties**

#### Pronunciation

- Pronunciation of final consonants in words such as *beaucoup* and *droit*
- Pronunciation of the *-ent* of the verb in the third person plural
- The non-recognition of the *tréma* in *Caraïbes* and *Haïti*
- The incorrect pronunciation of the nasal sounds as in words such as *indésirable* and *principe*
- The pronunciation of *qu* in words such as *quand*
- The non-pronunciation of the ‘s’ in expressions such as *en plus* and *de plus*
- Placing a liaison between the word ‘*et*’ and the following consonant
- The pronunciation of the ‘g’ in words such as *gagner* and *espagnol*
- The poor pronunciation of words such as *pay*, *femme*, *peut*, *personne*

#### Grammar

- Incorrect conjugation/non-conjugation of verbs as seen in the following: \**je parler*, \**les élèves participer*, \**ils doit*, \**c’est peut*, \**ils veut*, \**devenirai*, \**avons devenu* and so on.
- Incorrect use of articles such as: \**la futur*, \**un solution*, \**le Caraïbes*, \**à le*, \**à les*.

\*An asterisk indicates an incorrect form, spelling or structure.

- Incorrect use of plurals as seen in \**des centres commerciaux*
- Incorrect use of possessive and other adjectives, for example, \**ma père*, \**ma devoir*, \**tous les choses*, \**ce organisation*.

- Omission of the subjunctive as in *\*bien que les gens sont...* ; *\*Je ne crois/pense pas que c'est...*
- Incorrect use of negatives as seen in *\*Je ne fais qu'une chose pas.*
- Use of the definite/indefinite articles with professions after the verbs *être* and *devenir*
- Use of English and Spanish words in *\*expecter, \*muy, \*plane, \*place de travail* and so on.

### Good Expressions

- ✓ *un thème brûlant*
- ✓ *une gamme de*
- ✓ *il est primordial que*
- ✓ *remettre en question*
- ✓ *tant de jeunes*
- ✓ *être en mesure de*
- ✓ *au sein de la famille*
- ✓ *sans aucun doute*
- ✓ *la cohésion sociale*
- ✓ *passer sous silence*

### **Recommendations**

#### Quality of CDs/Recordings

- Teachers are being strongly advised to listen to all recordings before submitting CDs/cassettes to CXC so as to ensure optimal quality of samples and that files have been successfully copied and saved. Some recordings were totally inaudible or too low.
- When saving recordings, preferably on a CD, ensure that they are saved as a music file. Guidelines concerning this are stated on the CXC website. This should be observed because files saved in another format will not open on a CD player, computer or DVD, all of which are used by moderators. When this is not done, it impedes the moderation process since schools have to be contacted at this point.

*\*An asterisk indicates an incorrect form, spelling or structure.*

- Efforts should be made to ensure that both teachers and students sit close to the recording device so as to ensure a better level of sound. Also, teachers, as far as possible, must ensure that the area used for recording is free from external noises and interruptions.

- Teachers are being strongly advised to label the CDs/tapes clearly. In the case of CDs, the outer case as well as the CD itself should be labelled so that they can be easily identified.
- When students' work is being submitted on one CD, the work should be done on separate tracks.

### Quality of Language

- It is imperative that students be given opportunities to do frequent oral presentations in order to help them develop their fluency in French. This can be done in the form of power-point presentations, for example.
- Dedication of teaching time for the review/teaching of grammar must be seen as critical for speaking as well as writing.
- More time should be spent preparing the Topic and General Conversation sections.
- The questions in the Topic Conversation section should not allow students to simply regurgitate the information given in their presentations but rather lead to a discussion that allows them to express opinions and develop other points from their research.
- Teachers should vary the type of questions asked in terms of difficulty.

### Quality of the Examination

- Teachers need to ensure that they comply with the stipulations for the length of the examination as set out in the syllabus.
- Teachers should also remember to announce that they are changing from the topic conversation to the general.
- Students must remember that their research must be based on a French-speaking country.
- Allowing students to pose questions allows for greater interaction and makes the conversation more natural. However, teachers are being urged to keep their responses brief and to limit the number of questions from the student (no more than three).

### The Moderation Form

- Marks must be entered in ink.
- Teachers should enter only the information at the top of the form as well as the students' marks. They should not put their initials or the date at the bottom of the form.