



CARIBBEAN EXAMINATIONS COUNCIL

CSEC® FRENCH



Subject Report

May-June 2025

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE[®]
EXAMINATION**

MAY-JUNE 2025

**FRENCH
GENERAL PROFICIENCY**

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INTRODUCTION

This report was compiled using candidates' responses to the 2025 CSEC French May-June examination. In 2025, 69.83 per cent of candidates achieved acceptable grades (Grades I–III), compared with 56.63 per cent in 2024 and 58.42 per cent in 2023.

Candidates' performance improved on all profiles when compared with 2024.

PAPER 01 — MULTIPLE CHOICE

Paper 01 consisted of 60 compulsory multiple-choice items. It comprised two sections: Part A (Listening Comprehension) and Part B (Reading Comprehension). It accounted for 25 per cent of the overall grade. Candidates' performance was consistent with that of 2024. The maximum score obtained by any candidate was 60 out of 60 marks and the mean score was 37.87, compared with 37.24 in 2024.

PAPER 02 — FREE RESPONSE

Paper 02 comprised four compulsory questions and was worth a total of 100 marks. It accounted for 42 per cent of the overall examination grade. Candidates' performance on this paper improved when compared with 2024. The mean score in 2025 was 45.59, compared with 36.79 in 2024.

Section 1 — Directed Situations

Question 1

Candidates were required to provide responses in French for each situation presented. Each response was assessed for both appropriateness and accuracy of expression.

Overall, candidates produced satisfactory responses, demonstrating a commendable range of vocabulary. Several candidates exhibited a strong command of grammatical structures and made appropriate use of key vocabulary and idiomatic expressions. Additionally, there was noticeable improvement in candidates' understanding of functions that frequently appeared in previous examinations. However, many candidates addressed only part of the question, resulting in partial responses and a loss of marks. Several questions were also left unanswered.

Part (a)

You are new in town and need to find a particular place. Your uncle writes a note giving you directions. What does he write?

This part proved challenging for many candidates. Although candidates were familiar with the vocabulary associated with giving directions, some experienced difficulty with spelling and sentence structure. Several candidates defaulted to using the formal register. In addition, some candidates used incorrect direction terms, for example *'tout droite'* instead of *tout droit* or *'à droite'* instead of *à droite*.

Several candidates also provided directions without identifying the specific place as required by the question. Nevertheless, many candidates were still able to earn partial marks. A few candidates provided responses that were longer than necessary. In some instances, this resulted in candidates producing responses replete with grammatical or spelling errors.

The following are two examples of fully appropriate responses for which candidates were awarded full marks.

- La banque est à droite au coin de la première rue.
- Tourne à gauche au coin de la rue pour aller au supermarché.

The following suggestions are offered for improvement.

- Revise vocabulary related to giving directions, for example *à gauche, à droite, tout droit, derrière* and *à côté d.*
- Practise the use of imperatives such as *tourne, prends* and *va*, and ensure that spelling is correct.
- Use accents properly, for example *derrière, à côté de*, etc.

Part (b)

Your father leaves you instructions to purchase a certain item from the supermarket. What does the note say?

Most candidates did not handle this part well. Common errors included omitting the infinitive after phrases such as *tu peux* and *tu dois*, incorrect use of the partitive article *de* or *d'* following quantities and using '*s'il vous plaît*' instead of the appropriate informal form *s'il te plaît*.

Additionally, many candidates appeared to be unfamiliar with the subjunctive structure *je veux/voudrais que*, often producing literal translations such as *je voudrais tu achete un kilo de fromage* (I want you to buy a kilo of cheese). Another frequently observed error was the misspelling or incorrect form of the verb *acheter* (*achter, achete, achater, acheter, achetes, achetés*). These errors indicate weaknesses in grammatical accuracy and verb usage.

Below are two examples of fully appropriate candidate responses.

- *Achète une bouteille d'eau pour moi, s'il te plaît.*
- *Peux-tu acheter un demi-kilo de crevette pour le dîner, s'il te plaît.*

The following suggestions are made to improve future performance.

- Learn proper spelling of words and phrases such as, *s'il te plaît, acheter, supermarché*, etc.
- Practice using the imperative to make polite requests.
- Remember that *supermarché* is masculine and it should be *au supermarché*, not '*à la supermarché*.'

Part (c)

Your mother writes a note reminding the family of an upcoming special event. What does she write in her note?

To earn full marks, a response needed to include both a request for a meeting and a specified time. Some candidates identified appropriate ways of requesting a meeting and provided a specific time. For example, *Est-ce que tu peux aller au cinéma à 15 h plus tard ?* and *Peux-tu venir à ma maison à six heures ce soir ?* Other candidates either omitted the time or failed to include the actual request. Additionally, many candidates struggled to express a meeting request and made spelling errors in words such as *rencontre, rendez-vous* and *heures*.

Two simple, yet fully appropriate and accurate responses are presented below.

- *Peux-tu me rencontrer à trois heures ?*
- *Rencontre-moi à dix heures et demie.*

Several suggestions were made to improve candidates' performance.

- Remember to include a request to meet and time: *On se retrouve à...*
- Add the 's' to the word *heures* in the plural, for example, *à quinze heures.*
- Practice using direct object pronouns correctly: *Rencontre-moi.*

Part (d)

Your friend sends you a text message asking you to meet him/her at a specific time. What does he/she write?

Overall, candidates responded well and were generally able to write about an upcoming event with reasonable accuracy. A common error noted was the incorrect structure of sentences indicating possession using *de*. As such, candidates produced responses such as '*Marc's anniversaire*', '*pour père anniversaire*', '*ma mère anniversaire*' or '*l'anniversaire fête*'.

The following are a few exemplary responses for which candidates were awarded full marks.

- *N'oubliez pas la fête de Noel.*
- *Vous ne devez pas oublier mon anniversaire demain.*
- *La fête de mon anniversaire est la semaine prochaine.*
- *Tout le monde, vous devez aller au concert de Marie vendredi à cinq heures.*

To improve candidates' performance, the following suggestions are offered.

- Practise forming negative commands like, *N'oubliez pas de...*
- Review the difference between *vous* and *tu* in the imperative form.
- Review spelling and agreement for *semaine prochaine*, *jour prochain*, *fête*, and *anniversaire*.

Part (e)

You write a note informing your brother that you have borrowed a particular item that belongs to him. What do you write?

This situation was generally handled satisfactorily by many candidates. Most candidates expressed possession of an item belonging to someone else, with responses such as *J'ai ton stylo* or *J'ai ton ordinateur*. However, it was noted that some candidates attempted to indicate when they would return the item and in doing so, used the incorrect verb '*retourner*'. Nevertheless, most candidates were able to earn at least partial marks.

The following are some responses for which the maximum marks were awarded.

- *J'ai emprunté ton stylo.*
- *J'ai emprunté ton stylo bleu pour faire mes devoirs.*

Expressions such as *J'ai pris ton stylo* were also accepted as fully appropriate responses.

The following suggestions are offered for candidates' improvement.

- Learn vocabulary related to borrowing, for example *emprunter*.
- Review the use of possessive adjectives such as *ta Bible* and *ton ordinateur*.
- Practise the use of the *passé composé*. For example, *j'ai emprunté, j'ai pris*.

Part (f)

You see a notice informing the school about the results of a sporting activity. What is written on the notice?

This part was one of the most challenging questions for many candidates. Many of them were unable to provide a complete response, as they lacked the requisite vocabulary to indicate the results of an activity (for example, *gagner, perdre, premier*, etc). Some candidates omitted references to the sporting activity (for example, *Nous avons gagné*) or provided only generic congratulatory statements (*Bravo, Félicitations*). In some instances, candidates described event scheduling by stating when an event was due to take place rather than providing the results (for example, *Le football se joue à dix heures du matin le neuf mai à l'école*).

A few fully appropriate and accurate responses are presented below.

- *Jean-Paul a gagné le tournoi de tennis.*
- *Notre équipe a perdu le match de tennis.*
- *L'équipe marron a gagné le match de rugby.*

The following suggestions are offered for improvement.

- Review vocabulary related to sporting results (e.g. *l'équipe, gagner, perdre, le match, les résultats*).
- Be specific by mentioning the sport played and who won or lost.
- Go beyond congratulatory expressions such as *félicitations* by clearly stating the result.

Part (g)

You send an email to your friend informing them that you have a given task to complete on a specific day. What do you write?

Overall, candidate's performance was average. Some candidates misunderstood the situation and wrote instructions for a friend, while others correctly described a future task. Many candidates referred to doing the dishes and often misspelled *vaisselle*.

Several candidates described past tasks rather than expressing a current or future obligation, indicating either confusion about how to convey obligation in French or a misunderstanding of the task (for example, *J'ai fait le jardin avec mon père aujourd'hui*).

The following are two examples of fully appropriate responses.

- *Je dois faire la vaisselle le vendredi.*
- *Je suis désolée mais samedi je dois ranger ma chambre.*

The following suggestions are offered to improve candidates' performance.

- Review the use of expressions of obligation, for example, *Je dois...* and *Il faut que je...*
- Be specific when stating the day and the task, for example *Le vendredi, je dois faire la vaisselle.*
- Pay close attention to the spelling, particularly words such as *vaisselle*, *aujourd'hui* and *ranger*.

Part (h)

Your French friend is coming to visit and wants to know at what time the bank closes. What does he/she write?

Some candidates misinterpreted this situation and wrote a response to the friend as opposed to what the friend would write (for example, *La banque ferme à deux heures de l'après-midi*). This situation also posed difficulties for some candidates who did not know how to ask At what time? or did not know the word for closed. In several instances, candidates attempted to use the words *finir* or *terminer* as a substitute for *fermer*. Despite such challenges, several candidates produced fully appropriate responses and many candidates were able to score at least partial marks.

The following are fully correct responses provided by two candidates.

- *La banque ferme à quelle heure?*
- *À quelle heure fermera la banque?*

To strengthen candidates' performance, the following suggestions are offered.

- Practise question formation, for instance, *À quelle heure fermera la banque?*
- Review relevant vocabulary (*fermer*, *banque*)
- Revise spelling and placement of accents, for example, *À, quelle, heure, banque.*

Part (i)

In an email to a friend, you write one activity that you will be doing in the future. What do you write?

This question was generally answered well by candidates. They were expected to specify a future activity, and most of them used appropriate future tense forms, often with phrases like *demain, la semaine prochaine* or *l'année prochaine*. However, some incorrectly used past time expressions such as *hier* and *la semaine dernière*. Many candidates responded by using either the future tense or the simple future tense.

This question was generally handled well by candidates. They were expected to specify a future activity and most used appropriate future-tense forms, often with expressions such as *demain, la semaine prochaine* or *l'année prochaine*. However, some candidates incorrectly used past-time expressions such as *hier* and *la semaine dernière*. Many candidates responded using either the near future (*futur proche*) or the simple future (*futur simple*).

The following are examples of fully appropriate and accurate responses.

- *Je visiterai la France.*
- *Je vais voyager à Londres pour mes vacances de Noël.*
- *Je voyagerai en France pour voir la Tour Eiffel et visiter le musée du Louvre.*

To further enhance performance, it is suggested that candidates

- use the *futur proche* correctly. For example, *je vais aller...*, *je vais voyager*.
- avoid using the conditional *je voudrais* when referring to about future plans.
- review spelling, particularly words such as *Angleterre, l'année* and *prochaine*.

Part (j)

Your mother gives two details about a bag that she has lost to the clerk at the information desk. What does she write?

To earn the maximum marks, candidates were required to identify two characteristics or pieces of information about a lost bag. It was not necessary to state *J'ai perdu* or *sac* in order to receive full marks. While most candidates were able to respond appropriately and accurately, common errors included the use of incorrect gender for bag (*la sac*) and inaccurate adjective agreement (for example, using '*petite*' instead of *petit*, as in *C'est rouge et c'est assez petite*).

The following are responses given by candidates who scored full marks.

- *Mon sac est petit et bleu.*
- *Mon sac à main est bleu et dedans, il y a mon téléphone.*

The following suggestions are offered for improvement.

- Check gender of nouns such as, *le sac, la valise*.
- Match adjectives correctly. (For example, *le sac est bleu, la valise est rouge*).
- Practise describing objects using *est* followed by adjectives (colour, size or pattern).

General Comments

Candidates demonstrated several recurring weaknesses in French. These included difficulties giving directions, incorrect use of the partitive article, inconsistent use of *tu* and *vous*, improperly formed questions, errors in gender and adjective agreement and misuse of future-tense forms. Other common issues involved the inappropriate capitalization of days of the week, weak word order (particularly when expressing possession), the use of incorrect or opposite vocabulary (for example, *ouvrir* instead of *fermer*) and the tendency to write paragraphs rather than the required single sentence or phrase. In addition, some candidates misinterpreted the situations presented which necessitated the exercise of discretion during marking.

Candidates should be reminded to produce concise, one-sentence responses that address all required elements of the task. Regular practice using past papers, explicit highlighting of response requirements during lessons and careful attention to spelling and accent placement are strongly recommended, as errors in these areas incur penalties.

Recommendations

Candidates need to strengthen their French language skills and their ability to respond effectively to exam tasks. Key areas for improvement include the following.

- Vocabulary — Focus on everyday thematic vocabulary (for example, sports, directions, school, shopping, chores and travel) through the use of flashcards, language-learning applications, contextualized practice and structured peer feedback
- Grammar and structure — Practice key grammar points, including imperatives, direct object pronouns, tenses (*passé composé*, *futur proche*), gender and adjective agreement, using model sentences, drills and foundational reviews (registers, days of the week).
- Accents and spelling — Teach the rules for accents explicitly and reinforce them through dictation exercises and emphasize accurate spelling and accent placement.
- Question comprehension and conciseness — Train students to read questions carefully, highlight required elements and respond clearly and concisely without adding unnecessary or error-prone details.

The following strategies and practice methods are recommended.

- Practice with past papers, specimen tasks and CXC rubrics to build familiarity and precision.
- Use mock exams under timed conditions, followed by peer and self-correction.
- Incorporate peer review and feedback, encouraging students to critique and improve each other's work.
- Encourage proofreading and self-editing by comparing concise, accurate responses with longer, flawed ones to illustrate effective answers.
- Simulate real-life communication using familiar tools (WhatsApp, virtual chatrooms, AI platforms) to promote authentic, simple and accurate expression.

- Break tasks into manageable parts (identify the verb, tense, and audience) to aid comprehension and planning.
- Engage candidates in collaborative activities (board work, whole-class feedback, paired dialogues) to practise, receive corrections and build confidence.

Section 2 — Letter

Question 2

This question assessed candidates' ability to produce a piece of writing in French of about 130–150 words, based on an outline given in English. The scenario required candidates to describe their first visit to a French-speaking country in the form of a letter to a classmate. Candidates were expected to address four key points: a description of the city where they were staying (including its name, size, and places of interest), new friends they had met and opportunities to practise the language, an aspect of the culture they particularly enjoyed (with a reason), and a souvenir they planned to buy for someone special (including a justification for their choice). Candidates were also expected to remain within the specified word limit, as penalties were applied for failure to follow the given instructions.

Most candidates attempted this question and marks ranged from limited to excellent. The best responses were produced by candidates who addressed all the cues, expressed themselves well, used idioms and good grammar, and used paragraphs to organize their ideas. However, a few candidates exceeded the word limit.

Candidates were required to describe their experience thus far and therefore needed to be competent in the use of the present, passé composé, and appropriate future or conditional tenses. Candidates varied in their ability to use most of the tenses correctly. The use of paragraphs was particularly important and candidates are encouraged to structure their responses using a separate paragraph for each cue provided.

Candidates demonstrated varying levels of competence in using appropriate openings and endings in response to the specific cues provided. Candidates were required to give the date in French and an appropriate salutation. While most candidates did this successfully, these two elements posed a challenge for some candidates, particularly with agreement of the word *chère* with the noun *Marie*.

The following is an example of an appropriate date and opening.

Port of Spain le 17 juillet 2024

Chère Marie,

Most candidates were able to give a suitable ending. The following is an example of an appropriate ending.

Ecris-moi vite

Amitiés,

Sylvie

Candidates were required to describe the city in which they were staying, including its name, size and two places of interest. Performance on this aspect of the task varied. In many cases, candidates experienced difficulty using the appropriate tenses and wrote as though the visit had already ended, using the form 'C'était' instead of C'est, Il/elle est. While most candidates mentioned the size of the city, errors were frequently noted in gender usage, for example 'la ville est belle' instead of c'est beau.

The two places of interest varied from the mundane boulangerie, supermarché and parc to La Tour Eiffel, Le Louvre etc. Despite these variations, most candidates were able to include two places of interest, as required.

An example of a response that addressed this cue satisfactorily is presented below

Chère Claire,

Ca va? J'espère que tu vas bien et tu t'amuses comme un fou. Maintenant je suis à Bruxelles en Belgique. C'est mon premier voyage à Bruxelles et j'adore la ville ! C'est une grande ville avec du beau paysage et des sites exotiques. Alors je suis allée au château de Bruxelles et au restaurant renommé, délectable.

Performance on this aspect of the task was generally weak, as many candidates experienced difficulty describing new friends they had met and the opportunities they had to practise French. This cue proved to be the most challenging for candidates. Many of them experienced difficulty referencing meeting new friends and the help they received. Most candidates did not know how to say make friends with too many using 'trouver'. While most candidates attempted to describe ways in which they practised speaking French, these ideas were not always expressed accurately or clearly.

The following is an example of a good response.

En plus, j'ai pu reconnaître cinq nouveaux amis ! Ils sont très gentils et nous avons passé beaucoup de temps qualité ensemble. Comme résultat, j'ai amélioré mon français en le parlant quotidiennement et aussi en apprenant les traditions locales.

With respect to describing an element of the culture that candidates enjoyed and explaining why, many responses were not sufficiently developed and were often limited to a single sentence. Cultural references varied and included aspects such as music, dance and fashion; however, most candidates focused on food as the cultural element of interest.

The example below illustrates a satisfactory response to this cue.

Ensuite j'ai surtout adoré goûter de chocolat belge ! j'apprécie le processus de fabrication du chocolat donc j'ai pu apprécier la culture et la gastronomie de Bruxelles. C'était très riche !

When describing a souvenir candidates planned to buy for someone special and explaining the reason for their choice, many candidates experienced difficulty with correct tense usage. As this task involved expressing an intended action, candidates were required to use the future or conditional tense; however, several candidates incorrectly used the *passé composé*. In addition, many candidates who attempted to use the future or conditional tense made errors in accent placement, particularly on the wrong vowel when forming the tense with irregular verbs.

The following is an appropriate response.

En rentrant j'apporterai du chocolat belge pour ma sœur car c'est formidable.

In 2025, the performance of candidates was one of the best in several years. The following are the possible reasons why candidates experience challenges answering this question.

- Candidates do not read questions carefully and thoroughly enough to develop a clear understanding of what is required in their responses.
- Candidates do not verify or review their work meticulously enough to ascertain that all aspects of the questions have been adequately addressed and developed.
- There is insufficient practice, drills or exposure to authentic material in classroom related activities.
- Lack of adequate and timely feedback on candidates' work.

Recommendations

- Students require additional practice to further develop writing skills. Opportunities should be provided for students to write simple sentences progressing to short passages from as early as Form 1, with word limits gradually increasing at each level (For example, Form 1: 40–60 words; Form 2: 60–80 words; Form 3: 80–100 words; Form 4: 100–120 words; Form 5: 130–150 words)
- More detailed, timely, and constructive feedback should be provided on students' written work, with attention given to identifying strengths and areas for improvement. Opportunities should also be given for students to rewrite passages after feedback has been received.
- Grammatical knowledge and sentence structure should be reinforced not only through isolated exercises but also in meaningful contexts, using engaging activities such as writing competitions. These activities may progress from simple sentence construction to written situations and short passages, and should incorporate topics and materials that are relevant and engaging for students.
- Teaching strategies for grammatical structures should be varied to accommodate the needs of a wider range of learners. Professional development opportunities, such as workshops to share best practices, may also be facilitated, including through virtual platforms and regional collaboration.

- A variety of reading materials, such as articles, short stories, and poems, should be provided to support the development of reading and writing skills. Students should be guided to analyse and discuss content, structure, and vocabulary, and to model the writing techniques encountered.
- Opportunities may be created for virtual exchange programmes with French-speaking schools in order to provide candidates with authentic writing practice.

Section 3 — Contextual Dialogue

Question 3

The question was fair and age-appropriate and offered a familiar context for candidates to demonstrate their ability to write the elements of a conversation in French. Many candidates were able to draw on personal experiences. As such, candidates had the opportunity to show creativity in their responses.

In the Contextual Dialogue, candidates' written French was assessed on the basis of

- length
- inclusion of required cues
- content
- appropriateness of responses to the given context
- coherence and clarity of ideas
- accuracy in the use of idioms
- grammatical structures
- vocabulary.

Most candidates respected the word limit, and most responses were appropriate to the context of a conversation between a salesclerk and a young person shopping for a best friend's birthday gift. Candidates were cognizant of the fact that polite or formal was the appropriate register required for this situation. However, some candidates experienced difficulty producing coherent responses and the accuracy in idioms, vocabulary and structures varied.

It was observed that candidates did not score very high on this item due to the following factors.

- Failure to develop all the given cues and to do so in a coherent manner
- The presence of many grammar and spelling errors
- A lack of wide and varied vocabulary

Candidates were generally able to produce responses that included most of the required cues and for the most part, these were incorporated appropriately within the dialogue.

Cue 1: Greeting, the reason for shopping and choosing this specific type of store.

Almost all candidates who responded to this question included an appropriate greeting. However, some candidates did not recognize that the salesperson was male and incorrectly referred to the salesclerk as *Madame*.

Some candidates also failed to include all the information related to the reason for shopping, specifically that the gift was for a best friend's birthday. In several responses, either the reference to bestfriend or

the purpose of the birthday was omitted. Additionally, most candidates did not mention the specific type of store. It was suggested by markers that the phrase “specific type” should be highlighted in the cue to better draw candidates’ attention to this requirement.

The following are examples of acceptable responses to the first cue.

- Reasons for shopping
 - *Je voudrais acheter un cadeau pour ma meilleure amie pour son anniversaire.*
 - *Je suis à la recherche de.....*
 - *Je cherche un cadeau pour...*
- Reasons for choosing this specific type of store
 - *Je sais que vous êtes le meilleur de tous ces magasins.... Vos vêtements sont beaux.*
 - *Je sais que vous êtes le meilleur magasin pour les choses de sport dans le centre commercial.*
 - *J’ai choisi votre magasin pour ce cadeau pour mon ami car votre magasin offrir beaucoup de rabais.*
 - *Alors, je comprends qu’elle aime vraiment les vêtements.*
 - *Votre magasin est connu pour la bonne qualité de ces choses. C’est la raison pour laquelle que je l’ai choisi.*

Cue 2: Your friend’s age and birth date, as well as another detail about the friend relevant to the gift.

Most candidates attempted this cue. They included details of the friend’s age and birthday, as well as information relating the friend to the gift. However, some candidates experienced difficulty with the use of the verb *avoir* to express age, as well as with the accurate rendering of dates. Nevertheless, candidates demonstrated creativity and provided a wide range of details about the friend.

The following are examples of acceptable responses to this cue.

- Age and birthdate
 - *La personne dont j’ai l’intention d’offrir ce cadeau va avoir 12 ans demain.*
- Details about the friend
 - *Elle est à la mode toujours et adore les robes*
 - *Il préfère une tenue décontractée et confortable.*
 - *Elle aime les chemises de marque.*

Cue 3: Your refusal of the first gift idea offered, giving a reason.

Candidates were required to explicitly express that they did not like the first offering and this was done for the most part. Generally, candidates offered a wide range of quite creative and interesting responses to reject the first gift idea.

The following are examples of some outstanding responses.

- Refusal of the first gift idea offered, giving a reason

- *Ça ne me plaît pas !*
- *Je n'aime pas la robe, ma meilleure amie est très petite, choisissez une autre taille.*
- *Je pense que c'est un peu moche, tu sais. Ce n'est pas brillant.*
- *Non, je pense que cette robe est très courte. Ses parents n'aiment pas cela.*
- *Je ne crois pas qu'elle aimerait trop ce genre de cadeau.*
- *Non, je ne l'aime pas. C'est trop démodé.*

Cue 4: Acceptance of the second gift idea, choosing a colour and asking the price.

Most candidates were able to express their feelings regarding the second gift suggestion. Some candidates experienced difficulty accurately expressing colour choices in French, while others demonstrated more complex and varied use of colour expressions. There were several acceptable ways to ask the price of the chosen item and candidates used the full range with varying degrees of accuracy. Good responses for this cue include

- *Je l'aime Je ne l'aime pas*
- *J'en prendrai en violet*
- *Mon ami va l'adorer*
- *Quelle jolie robe !*
- *Je prends la robe bleu clair, bien sûr.*

Cue 5: Your decision to also buy a birthday card and an expression of thanks to the salesperson.

Many candidates omitted one or both of the required elements. The coherence of the language produced in the final two responses was not always evident. Examples of acceptable expressions of thanks included the following.

- *Merci beaucoup pour votre service.*
- *Je vous remercie, monsieur.*
- *Un grand merci.*

Overall, several positive aspects were noted in candidates' overall performance and they are highlighted below.

- Some candidates demonstrated accurate use of both the future and conditional tenses.
- Most candidates demonstrated a clear understanding of the task and engaged appropriately with the given context.
- Candidates included expressions and structures that flowed well and contributed positively to the coherence of the dialogue.
- Candidates demonstrated creativity through the use of relevant vocabulary related to colours, preferences, clothing, prices as well as shopping, gifts and birthdays.
- Appropriate use of basic opinion expressions to indicate preference, such as *j'aime..*, *je préfère* and *c'est beau* was evident in many responses.

The candidates made use of several idiomatic expressions to enhance the dialogue. These included

- *Eh bien...*
- *Alors,...*
- *Pas vraiment*
- *À propos de...*
- *Malheureusement*
- *J'en ai assez,*
- *Comme c'est parfait !*
- *Ciel !*
- *Pas du tout !*
- *Quel dommage !*
- *Mon dieu*
- *Actuellement*
- *surtout*
- *pourtant*
- *donc*
- *Bonne question !*

Some errors were frequently observed across candidates' responses. These included

- General errors
 - Incorrect spelling, especially of common words like *beaucoup, couleur, très, qu'est-ce que..., vêtements, chaussures, non, oui* (omission of accents, incorrect placement of accents)
 - Structure of the date
 - Incorrect syntactical structure especially in the placement of adverbs
 - Rendering the English apostrophe
 - Expressing colours
 - Incorrect interrogative
- Errors in verb phrases
 - Use of *être* with age
 - Subject/verb agreement
 - Failure to use a conjugated form of the verb
 - Inclusion of a preposition with *chercher* and *payer*
 - Incorrect past participle
 - Omission of the auxiliary verb
 - Confusion between *écouter* and *entendre, dire* and *parler, savoir* and *connaître*, and the conditional forms of *vouloir* and *aimer*.
- Errors in the use of pronouns
 - The demonstrative pronoun *celui/ celle/ ceux/ celles-ci*
 - The relative pronouns *qui* and *que*
 - The use and position of object pronouns
- Errors in using adjectival phrase
 - Possessive adjectives replaced by subject, demonstrative, disjunctive pronouns

- Noun/adjective agreement
- Lack of euphony
- Errors in noun phrases
 - Errors in gender
 - Use of the partitive instead of the definite article

The following factors may have contributed to the errors observed.

- Reliance on literal or direct translation from English, resulting in awkward or ungrammatical French.
- Limited opportunities for practice with question formation and the construction of more complex sentences.
- Insufficient exposure to authentic model dialogues, which may have affected structural accuracy.
- Formal grammar lessons with copious examples and exercises are not encouraged and grammar is now seen as incidental to the day's lesson.
- Candidates are simply not paying enough attention to the spelling of words, particularly in instances where the correct forms were provided in the text.

Based on the errors identified, the following suggestions are made to improve candidate performance.

More Writing Practice

More opportunities must be given to students for writing practice in French. Reading and writing in the target language are indispensable. Doing so allows students to see authentic French written in its most grammatically correct form and to in turn produce the same.

Writing skills may be further developed through structured dialogue-based activities, including

- fill-in-the-blank dialogue completion exercises
- listening comprehension activities in dialogue format so that candidates can understand how to approach dialogue
- exposure to model written dialogues to reinforce correct syntax and vocabulary usage.

Roleplay

Roleplay activities may be incorporated into French language classrooms to help students develop an understanding of dialogue structure and to practise producing appropriate responses in a range of communicative contexts.

Grammar Drills

Reverting to formal grammar sessions as part of class schemes of work may support improved linguistic awareness of grammatical rules and usage. However, grammar drills must be done in context to allow students to apply grammatical structures meaningfully in real life communicative situations.

Vocabulary Enrichment

Teachers must engage students in exercises that expand their vocabulary. The exercises can include elements such as

- opposites (joli and laid)
- reasons for not liking an item
- rich description of clothing beyond colours (For example fabrics, size, patterns, etc)
- types of shops (for example, magasin de vêtements)

Peer Review

Paired writing activities and structured peer review can be incorporated into classroom practice to support the development of language awareness and self-correction skills in a supportive learning environment. Students can be guided to identify common errors such as incorrect spelling, subject-verb agreement and word order. In addition, opportunities may be provided for students to explain and justify corrections to their peers.

YouTube Videos (other online resources)

The use of online resources, including appropriately vetted YouTube videos, may support both independent learning and classroom instruction. When carefully selected, such resources can reinforce key concepts and provide additional exposure to authentic language use. Opportunities may also be created for students to produce presentations, short videos, vlogs, or other digital content to demonstrate and explain their understanding of taught concepts. The best ones can be shared for the benefit of other individuals.

Exam Preparedness

Strategies to support exam preparedness may be integrated into classroom practice to help students navigate this question more effectively. These may include guided practice in analysing cues carefully and understanding what is required for each element of the task. Teachers may also share the CXC reports with the class to familiarize students with expectations for producing effective and well-structured dialogues.

Additional Comments

Candidates' creativity and a willingness to communicate using appropriate expressions was evident in many scripts. Although grammatical accuracy remains an area for development, ideas were generally clear and vocabulary use showed signs of progression. Ongoing reinforcement of grammatical structures and idiomatic usage may contribute to increased confidence and accuracy in written dialogue production.

Section 4 — Reading Comprehension

Question 4

This question assessed candidates' ability to read and understand a short passage written in French. Although the reading comprehension passage was longer than usual this year, candidates performed significantly better than in previous years. Most candidates demonstrated a good understanding of both the passage and the accompanying questions, resulting in an overall strong performance. Candidates demonstrated the ability to manage the vocabulary and make the necessary inferences where required. Unlike in previous years, there were few unanswered questions or blank scripts.

Part (a) was worth one mark and required candidates to identify Reggie's nationality. The correct response was *Dominican* and nearly all candidates answered correctly.

In Part (b), candidates were required to identify Reggie's course of study and its duration. While most candidates correctly identified architecture as the course and four years as the duration, some incorrectly stated that the programme lasted four months.

Part (c) required candidates to state two plans Reggie had after completing his studies. Full marks were awarded for indicating that *he intended to stay in Canada and work*. Most candidates correctly interpreted the word *rester* as to stay rather than to rest which is a misconception often observed in previous years. Although *travailler* also posed some difficulty, only a few candidates confused it with to travel.

Part (d) asked candidates to explain why Reggie had to leave the hall of residence. Most candidates answered accurately, stating that *he could only spend two years because that was the rule*. Most candidates were therefore able to earn the two available marks, as they correctly identified the restriction on the length of residence.

In Part (e), candidates were required to state two problems Reggie experienced with his apartment. The expected response was that *it was too cold during the winter and too hot in the summer*. Most candidates answered.

For Part (f) where candidates were asked to describe the type of student Reggie was. Although many candidates identified him as one of the best students who helped his classmates, the expected response was that *he was hardworking and one of the best students in the class*.

In Part (g), candidates were required to name two extra-curricular activities in which Reggie participated.

Full marks were awarded for stating that *he was a member of the drama (theatre) club and the basketball team.*

Part (h) presented some difficulty for candidates, as they were asked to identify the landlord's eventual response to Reggie's complaint. For the three available marks, candidates were required to state that *Reggie was offered a larger apartment on a higher (or superior) floor at a cheaper rent.* Some candidates experienced difficulty negotiating the term *supérieure*, while the word *étage* also posed a challenge for others.

Most candidates answered Part (i) correctly. They were required to identify the person Reggie asked for help. For the one available mark, candidates correctly identified this person as *his cousin who lived nearby.* Some candidates even specified that the cousin was female.

Part (j) is usually the most challenging part of this question. However, it was quite well answered this year by most candidates. This part required candidates to identify the lessons Reggie learned as a result of his experience. The expected responses were that *if he helps others, they will help in return and that if he persists, he will succeed.*

Recommendations

To improve candidates' performance, the following recommendations are made.

- Students are reminded to pace themselves to ensure that they attempt all questions. Although time management did not appear to be a major issue this year, teachers are encouraged to continue reinforcing effective time management strategies. In particular, students should be guided not to spend too much time on (i) Directed Situations, (ii) Letter, and (iii) Contextual Dialogue, to the detriment of the time needed for (iv) Reading Comprehension.
- Careful reading of questions is essential. Responses should be based solely on information from the passage, except for the final question, which requires candidates to make inferences.
- The number of marks allocated to a question indicates the number of elements that should be included in the response. For example, a question worth three marks should contain three distinct elements in the response.
- Candidates are required to write in full sentences and attention should be paid to correct spelling so that meaning and intent are clearly conveyed.
- Clear and legible handwriting should be encouraged at all times, as regular classroom practice will be reflected in examination responses.
- Preparation for this question may be enhanced by translating reading passages into English, as this helps to build vocabulary and develop an appreciation of French structures. The passages generally reflect the themes of Home and Family, School and Career, Daily Routine, and Shopping and Travel. These are topics with which candidates are expected to be familiar.
- Building vocabulary remains critical.

PAPER 03 — ORAL EXAMINATION

The CSEC French oral examination assessed the candidates' spoken proficiency in French through three components.

- Respond orally to situations presented in English — This component assessed their ability to interpret prompts and produce accurate, context-appropriate responses in the French language.
- Reading a passage aloud to evaluate their pronunciation, intonation and fluency — These skills reflect candidates' understanding of French phonology and stress patterns.
- Guided conversations on everyday topics — This component measures candidates' conversational competence, including spontaneity, coherence and the use of appropriate vocabulary and grammar.

The mean score in 2025 was 53.86, which was generally consistent with the mean score of 52.60 in 2024.