FRENCH

Paper 3015/11

Translation and Composition

Key message

- Candidates should ensure they answer only **two** questions.
- Candidates need to adhere to the rubrics especially those regarding the words limits for questions.
- Candidates need to ensure that their work is legible and logically presented.
- Candidates should plan their use of time for each question and allow time for thorough checking of their work.
- A broad and fluent command of the material is highly commendable but accuracy in writing is essential for full credit to be given.

General comments

There was a wide range of achievement with a number of extremely good scripts towards the top of the range. There were some excellent answers to the essay questions in which candidates used a wide linguistic range although their essays still contained some inaccuracies. The translation into French was a very popular choice and many candidates achieved a high standard in this question. They demonstrated a wide range of vocabulary and good command of grammatical structures and the marks for this question frequently mirrored, or in some cases exceeded, the marks gained for the essay.

Candidates were generally well prepared for the examination, but a considerable number exceeded the word limit by a large margin. Since nothing is taken into account after the 150 word limit, candidates writing at great length lost Communication marks. Some candidates also included irrelevant material which could not be credited.

The vast majority of scripts were well presented. There were a few cases where handwriting was unclear, particularly where alterations had been made and in such cases credit could not be given.

Communication Marks (**Questions 1** and **2** only): Each essay has a maximum score of 5 available for successful communication of relevant points in unambiguous, but not necessarily completely accurate French. Errors in spelling and grammatical accuracy did not prevent candidates gaining communication marks unless such errors made the meaning unclear. Difficulty in handling verbs was by far the most significant factor preventing the award of Communication marks. In order to score 5 marks, candidates must make clear reference to at least five of the pictures in **Question 1** and to all the given rubric points in **Question 2**. Candidates who wrote lengthy essays often did not cover all the required points and therefore lost marks accordingly.

Comments on specific questions

Question 1: Picture Story

This was a popular choice and, in most cases, candidates provided a clear account of the events in the pictures. The narrative was frequently competently executed, but some candidates dwelt at too great a length on the earlier part of the story which led to loss of the later Communication points. Those who kept within the word limit generally had no difficulty scoring the maximum of 5 for Communication.

The conventional third person narrative approach was often adopted, but some chose to write in the first person from the standpoint of one of the people depicted which was also acceptable.

The quality of the language used was variable but many candidates showed confident use of the necessary vocabulary as well as a variety of appropriate structures. Most candidates knew the basic words required by this set of pictures and there did not appear to be any particular difficulties with vocabulary. Not all candidates were able to use tenses successfully. There was frequent confusion between the Imperfect and the Perfect/Past Historic and the Pluperfect was not always used correctly. A few candidates used the

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Present, which was unacceptable as the narrative tense. There were many basic grammatical errors. These included inconsistency in the spelling and gender of nouns; missing agreements on adjectives; incorrect use of object pronouns; *le chien lui a vu; l'homme a lui donné la glace (sic).* Closer attention by candidates to such points would have improved their performance. There were also a number of minor common errors were confusion between *car, comme* and *quand*; between *très* and *trop, on* and *ont, ce* and *se* and *ces* and *ses.*

Question 2 (a): Letter

Most candidates understood what was wanted in this question and often covered the required points very well. Five clear points were mentioned in the rubric and all had to be covered by a discrete statement containing a verb to qualify for the award of the five Communication marks. The majority of candidates dealt in a satisfactory manner with the points given in the rubrics. For all **Question 2** essays the opening phrase is given and should be copied out before starting the main body of the essay. Some candidates lost marks as they did not do this and instead began by writing a pre-learnt opening. Candidates who adhered to the word limit and dealt with all five points gained full marks for Communication. Some candidates included stock phrases and irrelevant material (for example lengthy enquiries about the health of the correspondent and his/her family) for which they were not credited.

The best candidates were able to express their ideas in a range of appropriate and accurate French which gained high marks for Language. As in **Question 1,** not all candidates were able to handle verbs successfully. Some in particular, did not understand the difference between the Perfect and Imperfect tenses and some candidates used the Past Historic which is not acceptable in a letter. Candidates who started with the given opening followed immediately by relevant treatment of the rubric points usually covered the material appropriately.

(b): Dialogue

This question was usually well done. There were some very competent performances and the best candidates dealt with the points exactly as stated and in the order in which they appeared. Candidates were not given credit for including any kind of narrative introduction or description.

(c): Narrative

This question was only attempted by a very small number so no general conclusions are possible.

Question 3: Translation into French

This question produced a range of answers, some of them of high standard. There was frequently some level of parity between the marks candidates gained for the essay and for the translation. Many candidates demonstrated that they possessed the required knowledge of vocabulary and grammatical structures, although some of the structures proved to be quite challenging. Some candidates lost marks through errors such as confusing "the" and "a", or by missing words out. The linguistic demands for the translation are very precise and, in most cases, the English will transfer directly into French. Candidates who kept close to the original English usually gained the best marks.

No points proved universally impossible but difficulties were experienced with a number of items:

Paragraph A — This was generally straightforward but *rencontrer* was frequently misspelt and the final Conditional verb proved difficult.

Paragraph B — The construction with *demander* was testing. Many did not know *emmener* or the final modal verb *They had to be.*

Paragraph C — Difficulties were experienced with the following:
The spelling of *malheureusement;* The difference between *tard* and *en retard;*
The last part ...*they would try to follow it*

Paragraph D — The majority of this paragraph could be translated word by word with few difficulties for those with a good basic knowledge.

Paragraph E — Difficult points in this paragraph were:
The spelling of *beaucoup; In spite of;Managed to find*
The construction *after saying* …; The Pluperfect *she had not missed*

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FRENCH

Paper 3015/12

Translation and Composition

Key message

- Candidates should ensure they answer only **two** questions.
- Candidates need to adhere to the rubrics especially those regarding the words limits for questions.
- Candidates need to ensure that their work is legible and logically presented.
- Candidates should plan their use of time for each question and allow time for thorough checking of their work.
- A broad and fluent command of the material is highly commendable but accuracy in writing is essential for full credit to be given.

General comments

There were some excellent answers to the essay questions in which candidates used a wide linguistic range although their essays still contained some inaccuracies. The translation into French was a very popular choice and many candidates achieved a high standard in this question. They demonstrated a wide range of vocabulary and good command of grammatical structures and the marks for this question frequently mirrored, or in some cases exceeded, the marks gained for the essay.

Candidates were generally well prepared for the examination, but a considerable number exceeded the word limit by a large margin. Since nothing is taken into account after the 150 word limit, candidates writing at great length lost Communication marks. Some candidates also included irrelevant material which could not be credited.

The vast majority of scripts were well presented. There were a few cases where handwriting was unclear, particularly where alterations had been made and in such cases credit could not be given.

Communication Marks (**Questions 1** and **2** only): Each essay has a maximum score of 5 available for successful communication of relevant points in unambiguous, but not necessarily completely accurate French. Errors in spelling and grammatical accuracy did not prevent candidates gaining communication marks unless such errors made the meaning unclear. Difficulty in handling verbs was by far the most significant factor preventing the award of Communication marks. In order to score 5 marks, candidates must make clear reference to at least five of the pictures in **Question 1** and to all the given rubric points in **Question 2**. Candidates who wrote lengthy essays often did not cover all the required points and therefore lost marks accordingly.

Comments on specific questions

Question 1: Picture Story

This was a popular choice. Most candidates performed well although some of the scenarios were too complex and the introductions were too long. Most candidates started their narrative at the appropriate point, but some provided a lengthy background scenario for which they did not gain Communication marks as material which does not relate to the pictures does not gain credit in this question. The narrative was frequently competently executed but those candidates who dwelt at too great a length on the earlier part of the story often lost Communication marks for the latter part. Those who kept within the word limit generally had no difficulty scoring the maximum of 5 for Communication.

The conventional third person narrative approach was often adopted, but many chose to write in the first person from the standpoint of one of the people depicted which was equally acceptable.

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The quality of the language used was variable. Many candidates showed confident use of the necessary vocabulary as well as a variety of appropriate structures. Most candidates knew the basic words required by this set of pictures, but *laisse* was not well known – *chaîne* and *corde* were, however, also accepted. There were no other consistent vocabulary problems. Candidates were usually able to incorporate words such as *casser, s'enfuir, chasser/poursuivre, larmes, sanglots, affiche, coller, téléphoner à, annoncer, rapporter, sauter, ravi, soulagé* into their essays. Not all candidates managed the use of tenses successfully, particularly the Pluperfect, and many confused the Imperfect and the Perfect/Past Historic. Candidates who used the Present tense could not be given credit. Basic syntactical errors included inconsistency in the spelling and gender of nouns, missing agreements on adjectives and incorrect use of object pronouns, for example *ils lui ont vu dans la rue; il a le chassé.* Minor common errors were confusion between *car, comme* and *quand*; between *très* and *trop, on* and *ont, ce* and *se* and *ces* and *ses.*

Question 2

(a): Letter

Most candidates understood what was required for this question and often covered the required points very well. As in question 1 some candidates lost marks by not adhering to the word limit. Five clear points were mentioned in the rubric and all had to be covered by a discrete statement containing a verb to qualify for the award of the five Communication marks. For all **Question 2** essays the opening phrase is given and should be copied out before starting the main body of the essay. Some candidates lost marks as they did not do this and instead began by writing a pre-learnt opening. Candidates who adhered to the word limit and dealt with all five points gained full marks for Communication. Some candidates included stock phrases and irrelevant material (for example lengthy enquiries about the health of the correspondent and his/her family) for which they were not credited.

The best candidates were able to express their ideas in a range of appropriate and accurate French which gained high marks for Language. As in **Question 1,** not all candidates were able to handle verbs successfully. Some in particular, did not understand the difference between the Perfect and Imperfect tenses and some candidates used the Past Historic which is not acceptable in a letter.

(b): Dialogue

This was a popular choice and was often well handled, the topic of birthdays and presents being relevant to candidates' own experience. There were some competent performances and the best candidates dealt with the points exactly as stated and in the order in which they appeared. The first point concerned the present proposed by the parents. This was invariably something sensible like books and the candidate had to reject the suggestion and justify this; *I already have a lot of books*. They were then asked for their own choice of present and most chose a computer. Reasons were often sensible; *I need a computer to do research for my school projects*.

(c): Narrative

This was possibly the most popular of all the essay questions and many candidates produced highly imaginative essays. As a result of being given the opening words most candidates started straight into the description of the incident and fewer produced material that was irrelevant. As with the other essay questions, however, some candidates dealt with the earlier points at far too great a length and thus ran out of words before completing the Communication tasks. A very small number of candidates either began by writing irrelevant material and then quoting the opening words when well into the essay, or by repeating the given phrase but not then immediately dealing with the first rubric item, both of which caused them to lose marks.

Candidates were required to describe the accident and to mention the hospital, either the journey to it or what happened when they arrived. These points were well handled. The better scripts gave excellent accounts of the various the reasons for falling out of the tree and the consequences. Those who kept within the word count generally referred to an appropriate outcome; *he had to stay in hospital for a week; he was sent home straightaway; he promised not to be disobedient again etc.* Some candidates had already exceeded the word limit and therefore did not gain credit for these points.

The best stories were lively and fluently written, using a range of appropriate vocabulary and structures. Some candidates again had problems with the use of tenses, in particular the difference between the Imperfect and Perfect/Past Historic, and unnecessary use of the Pluperfect.

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Question 3: Translation into French

This was again the most popular of all the options and often produced work of a high standard. Many candidates demonstrated that they had the required range of vocabulary and grammatical structures, though some of the structures proved to be challenging. A number of candidates lost marks as a result of errors such as confusing "the" and "a", or from missing out words altogether. The linguistic demands for the translation are very precise and, in most cases, the English will transfer directly into French. Candidates who kept close to the English original usually gained the best marks.

No points proved universally impossible but difficulties were experienced with a number of items:

Paragraph A The first sentence was straightforward for those with a reasonable basic knowledge of the language. However, the idiom with *depuis* proved difficult for many. The last part could be translated literally word by word but some candidates did not know *langue*, using *langage* incorrectly instead. For the final word, the difference between *pays* and *campagne* was not always appreciated.

Paragraph B The tenses were not always well handled, particularly the Pluperfects.
Really was frequently weakly rendered as *très.*
*Pleasan*t frequently failed to show masculine plural agreement.
Emmener was frequently misspelled as *enmener* or mistranslated as *prendre..*
The direct object pronoun *l'* became *lui.*
Many candidates were not aware that *beaucoup de* is not the same as *plusieurs.*
Touristiques did not always show the plural agreement.

Paragraph C Very few candidates knew *Il y a trois semaines.*
Many candidates translated *evening* by *après-midi.*
…a film in English frequently became *an English film,* which was not considered to be the same thing.

Paragraph D The majority of this paragraph could be translated word by word with few difficulties for those with a good basic knowledge. The verb *rencontrer* was frequently misspelled and many did not know *la veille*.

Paragraph E Not all candidates knew *connaître.*
Agreements were missed *on leurs idées* and *intéressantes.*
There was again confusion with the object pronoun in the phrase *to visit him* – either *lui rendre visite* or *le visiter.*

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FRENCH

Paper 3015/21
Reading Comprehension

Key message

Section 1 requires candidates to understand simple messages, signs advertisements and a short text dealing with everyday life.

Section 2 Exercise 1 requires candidates to locate information in a straightforward passage. Text rephrasing is not required, but the answer should be unambiguous. In Exercise 2 of this Section candidates are asked to respond to Questions requiring both gist and detailed understanding. Selective 'lifting' of answers from the text is acceptable for some Questions, but in order to gain high marks candidates are required to provide more than mere location and transcription.

Section 3, the cloze test, tests awareness of grammar, structure and idiom and candidates are required to supply accurate, one word answers in each case.

General comments

The majority of candidates tackled the paper well. Presentation was good, although handwriting was occasionally very small making it difficult to decipher.

Comments on specific questions

Section 1

Exercice 1

Many candidates did extremely well in this first exercise. **Question 11** was occasionally wrong, suggesting that *confiture* was not always known.

Exercice 2

This true/false exercise was done very well by the vast majority of candidates.

Exercice 3

Many candidates performed well in this exercise. In **Question 12** some candidates did not understand when Justine was going to leave the Sports Centre and chose **A**.

Section 2

Exercice 1

Many candidates scored full marks on this exercise.

Questions 16, 17 and **18 (b) and (c)**
These questions were generally answered appropriately. For **Question 18 (a)** some candidates simply wrote *des gens* without mentioning that these people were uninvited.

Questions 19 - 22
These questions were handled well.

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Question 23
Some candidates had not understood the question and wrote *tu pourrais me prêter le tien* or just *le tien*.

Exercice 2

Candidates generally performed well in this exercise and a significant number scored full or almost full marks.

Question 24
This question was generally answered appropriately, although some candidates lifted *Enfant, Robert passait son temps à lire des livres (…*), which was not accepted. Some wrongly wrote about Robert climbing rocks.

Questions 25 and **26**
Most candidates answered these questions correctly.

Question 27
This question was answered correctly by most of the candidature, although a few stated that Robert was asked to climb a building/ block of flats in the USA and made no reference to the height of the building, which was therefore not credited.

Question 28
Almost all candidates answered this question correctly.

Question 29 – 31
These questions were generally unproblematic.

Question 32
Some candidates correctly located the reference to being frightened, but lifted: *On pourrait imaginer que Robert ne connait pas la peur*, which did not answer the question and so could not be credited.

Question 33
Many responses were correct, but some candidates wrote: *il a passé des jours à s'entraîner son corps*, suggesting either that they had not read the Question closely enough or did not understand the expression *à part*.

Questions 34 and **35**
These questions were answered correctly by most candidates.

Section 3

There was a wide range of performance in this section. The majority of candidates completed it reasonably well but a few candidates seemed not to understand exactly what was required.

Candidates found the following **Questions** particularly problematic.

Question 36
This was very frequently answered with an incorrect preposition, predominantly *à.*

Question 41
Du occurred frequently.

Question 42
De was often given here.

Question 43
The expression *à l'heure* did not seem well known as candidates wrote a variety of incorrect answers here including past participles.

Question 45
The expression *à cause de* did not seem well known as candidates wrote a variety of incorrect answers here.

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Question 50
Some candidates wrote *à* instead of *dans.*

Question 51
Very few candidates got the correct answer *faisait*. Most wrote *était*.

Question 53
Candidates frequently offered incorrect prepositions here e.g. *à* or *dans*, which suggested that they did not understand the text.

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Paper 3015/22
Reading Comprehension

Key message

Section 1 requires candidates to understand simple messages, signs advertisements and a short text dealing with everyday life.

Section 2 Exercise 1 requires candidates to locate information in a straightforward passage. Text rephrasing is not required, but the answer should be unambiguous. In Exercise 2 of this Section candidates are asked to respond to Questions requiring both gist and detailed understanding. Selective 'lifting' of answers from the text is acceptable for some Questions, but in order to gain high marks candidates are required to provide more than mere location and transcription.

Section 3, the cloze test, tests awareness of grammar, structure and idiom and candidates are required to supply accurate, one word answers in each case.

General comments

The majority of candidates tackled the paper well. Presentation was good, although handwriting was occasionally very small making it difficult to decipher.

Comments on specific questions

Section 1,

Exercice 1

Many candidates did extremely well in this first exercise. **Question 3** was occasionally wrong, suggesting that *repassage* was not always known.

Exercice 2

This true/false exercise was done very well by almost every candidate.

Exercice 3

Although many candidates performed well in this exercise it was clear that some lacked the necessary vocabulary or did not read the text carefully enough to make correct choices. For **Question 12** some candidates had not understood where Julie's keys were or possibly had misunderstood what the Question was asking and chose **A**.

Section 2**,**

Exercice 1

Many candidates scored full marks on this exercise.

Questions 16, 17 and **18**
These questions were generally answered appropriately with just a few candidates offering *Paris* rather the correct location for **Question 17**.

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Question 19
A number of candidates wrote, *mon père a téléphoné à un garagiste*. They had not realised that two other things had happened previously and that these were what were required in the answer.

Question 20
This question was incorrectly answered by some candidates, who made reference to not being able to repair the car on the spot.

Questions 21
This question posed no problems.

Question 22
Some candidates wrote*, La même petite maison***.** This could not be credited as the inclusion of *même* meant that the answer made no sense.

Questions 23 and **24**
Both these questions were answered correctly.

Exercice 2

Candidates generally performed well in this exercise and a significant number scored full or almost full marks. A few weaker candidates did not understand that 'Colucci' and 'Coluche' were the same person.

Question 25
This question was answered correctly in general. Some candidates offered the fact that he had left school rather than a disinclination to study as an answer so did not gain credit.

Question 26
Many candidates answered this question correctly, although some made references to his music rather than the required *histoires drôles.*

Question 27
Most of the candidature answered this question correctly. Some lifted *C'est là, qu'un acteur connu*, which was not credited.

Question 28
A significant number of candidates gave Coluche's acting in films in answer to this question rather than the correct answer that he was discovered by a famous actor when the latter dined at the restaurant.

Question 29
This question was unproblematic.

Question 30
Many responses were correct, but some candidates merely mentioned the fact that some people did not have much/anything to eat without supplying specific information from the text, namely that Coluche was shocked (and/or revolted) by this or that he saw hungry people in the streets.

Questions 31 and **32**
Almost all candidates answered these questions well.

Question 33
This question proved to be a challenge for some candidates who merely reiterated that the television appearance was financially successful rather than explaining that this was due to Coluche's popularity.

Question 34
Most candidates answered this question correctly.

Question 35
Some candidates located the information correctly in the text, but stated that work and accommodation were found on behalf of individuals rather than that they were assisted to find these things themselves.

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Section 3

There was a variety of performance on this exercise. The majority of candidates performed very well with some scoring full or almost full marks. A very small number of candidates seemed not to understand what this test required. Some candidates found the following **Questions** problematic.

Question 39
Some candidates supplied *était.*

Question 48
Comme occurred frequently.

Question 49
Pour was sometimes given here.

Question 51
Some candidates wrote *était* or *étaient.*

Question 54
Very few candidates supplied the requisite *depuis* here; de or *pour* were often offered instead.

Question 55
Si or *très* often occurred.

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