

FRENCH

<p>Paper 3015/11 Translation and Composition</p>
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Key messages

Candidates should ensure they **only** answer **two** questions.

Candidates are reminded that their handwriting must be clearly legible and that they should not write in the margins.

Candidates should read the instructions carefully before starting their work and make full use of the time allowed in order to check their writing thoroughly.

Candidates should write **150 words** as required for the essays. They must not exceed this limit.

Candidates should write what they know to be French and avoid attempting to use language with which they are unfamiliar.

General comments

Although there were few scripts which gained marks at the top of the range, there were some consistently sound efforts in the middle. Many candidates wrote excellent answers to the essay questions which used a wide linguistic range, though frequently their writing was lacked accuracy. Candidates are reminded that a broad and fluent command of the material is highly commendable, but a high degree of accuracy in writing is essential for full credit to be given.

The picture story was once again a popular choice and some candidates achieved a high standard in this question; they had clearly worked hard to acquire a good range of vocabulary and grammatical structures and there were some very good marks. There were a number of candidates who opted for the translation, when choosing a different task would have been a better option for them, as they often lost marks by not reading the English carefully or missing words out and therefore not translating the text accurately.

It was clear that candidates had been well prepared for this Examination, but they are encouraged to read the instructions carefully. For each essay question, candidates must not write more than 150 words. A large number of candidates greatly exceeded this number – some essays were between 200 and 400 words. There were numerous instances where the candidates labelled their work as being 150 words when it was in fact of a much greater length. They are reminded that the rubric must be adhered to, as Examiners count the words and do not take any writing into account after the 150 word limit, for either Language or Communication. Thus, candidates have to address all the required points in 150 words or less. In adhering to this instruction, candidates then have ample time to check their work carefully and follow the guidance offered in the Key Messages above.

Each essay question has specific guidelines regarding its content – both for the pictures for **Question 1** or the clearly stated rubric points for the three options of **Question 2**. The word count starts at the beginning of the answer for **Question 1** and immediately after the given opening phrase for **Question 2**. Candidates who ignore the instruction to start their essay after the given phrase in **Question 2**, are liable to be penalised. Any material which does not clearly relate to the content guidelines for any essay will remain as part of the word count but will be treated as irrelevant and will gain no marks for either Communication or Accuracy.

Candidates are reminded to read the rubric carefully by answering **two questions only** on the paper.

The vast majority of scripts were well and neatly 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 marks available for successful communication of relevant points in unambiguous, but not necessarily completely accurate French. Errors in handling verbs, such as not using the correct tense, or not addressing the necessary content within the 150 words allowed, were the most significant factors 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 cover all 5 of the given rubric points in any of the essays in **Question 2**.

Comments on specific questions

Question 1: Picture Story

This was the most popular choice, chosen by nearly half of the candidates. In most cases, candidates found the pictures easy to describe and the story appeared to be clear. It was based on 2 teenagers going to the museum. As they view some displays, they see a little girl who appears to be lost. They call a security guard who sends a call over the loud-speaker asking for a parent to collect the child. The mother arrives and after hugging the child, she thanks the teenagers by offering them tea and cake in a café. These basic ideas were on the whole clearly conveyed and candidates who kept within the 150 word limit, described the pictures as they were presented and used the past tense, generally had no difficulty scoring the maximum of 5 for Communication.

However, it is recommended that candidates plan roughly what they want to say for each picture before answering the question. This would have avoided candidates spending too long on the earlier part and then running out of words before the end, resulting in losing Communication points.

The first person narrative approach was usually adopted, writing from the standpoint of one of the teenagers depicted but a few chose to write in the third person. This was, of course, perfectly 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, for example *une statue, regarder, appeler, demander, un réceptionniste, offert*. Mistakes included using the verb *pleuvoir* instead of *pleurer* and writing *un bon jour* instead of *une bonne journée*. The best writing avoided repetition of vocabulary and used a variety of adjectives and adverbs to make their work more interesting and colourful.

A good range of vocabulary scored highly, as well as complex syntax – use of object pronouns, infinitive constructions and present and past participles, for example. However, not all candidates managed tense usage successfully and there was frequent confusion between the Imperfect and the Perfect/Past Historic. Candidates are reminded that the Present tense is unacceptable as the narrative tense. There were many basic syntactical errors which included inconsistency in the spelling and gender of nouns, missing agreements on adjectives and incorrect use of object pronouns.

Question 2

(a) Letter

This was the most popular choice in **Question 2**. Most candidates understood what was required and often covered the required points very well. Candidates are reminded once again of the importance of 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, in order to qualify for the award of the five Communication marks. Candidates are reminded that, for all **Question 2** essays, the opening phrase is given and should be copied out before starting the main body of the essay. This is not included in the 150 word count.

The letter involved writing to a pen-friend to talk about a visit to the cinema. Candidates had to explain who they went with and the reason for the visit, then write about the type of film they saw and describe an interesting scene. They also had to say why they liked or disliked the film.

The majority dealt in a satisfactory manner with the points outlined above. Some rubric points will, of course, invite greater length than others, but a single clear reference, in an acceptable tense, is sufficient for the award of a Communication mark. Candidates who started with the given opening, followed immediately by relevant treatment of the rubric points usually covered the material successfully. Unfortunately some candidates spent too long writing lists of friends' names (which do not gain any marks) or describing part of the film and did not manage to say why they liked or disliked the film, within the 150 word limit.

The strongest candidates were able to express their ideas in a range of appropriate and accurate French which gained high marks for Language. Competence in handling verbs is vital for a high score. Correct handling of the other linguistic features mentioned in connection with **Question 1** is equally important as marks for Language are only awarded for accurate usage.

(b) Dialogue

This was not a very popular question but it was handled well by candidates who followed the instructions to write this essay as a dialogue, and who covered the 5 rubric points within the 150 word limit. The conversation was based on the premise of talking to a friend about a new pet. The candidates had to explain why they had acquired this new pet, where he slept, what he liked to eat and do and describe an amusing episode concerning the animal.

This conversation was often well executed by the candidates who chose it, with clear questions and answers being presented and the language used was usually appropriate and of good quality. Candidates are advised to follow the stated guidelines to keep the dialogue of high quality and relevance.

It should be noted that only the actual words of the conversation should be written (with an indication, of course, of which person is speaking). Using a narrative introduction or using the rubric points as part of their conversation, could not be credited.

Candidates who started the conversation with the given opening sentence, followed immediately by the relevant treatment of the five rubric points, ensuring that they did not exceed the 150 word limit, were usually successful in answering this question.

(c) Narrative

This was the least popular of the 3 options of **Question 2**. It concerned the premise of having had to look after 2 young children. The candidates had to say how old the children were, explain why they had to look after them, what activities they did and a problem that they encountered. They also had to give their opinion of this experience.

The best stories were lively, imaginative, interesting and fluently written, using a range of appropriate vocabulary and structure. Some of the mistakes included using *prendre* instead of *emmener* or *amener* and using *pour* instead of *pendant* when talking about length of time. As for the previous questions, some candidates did not manage to cover all 5 rubric points within the word limit.

Question 3: Translation into French

This was quite a popular option. Most candidates coped well with the vocabulary and grammatical structures but often lost marks for errors rather than a lack of knowledge, for example missing words such as '*much*', using the word '*droite*' in the phrase '*the right road*' or missing out whole phrases. While the marking principles are identical (ticks are given for correct units of language and errors are ignored), it should be pointed out that this is a rather different exercise from the essay. Candidates are advised to translate **exactly** what the English says and not to seek to use alternative words as, in most cases, the English will transfer directly into French. Candidates who kept close to the English original text usually gained the best marks.

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

Paragraph A

A number of candidates used *Le Loire* instead of *La Loire*
The word 'scenery' was often translated by 'scène' instead of 'paysage'
Some candidates did not know the word 'ferme' and used 'champs' instead.

Paragraph B

Many candidates said 'nous avons eu le petit déjeuner' instead of using the verb *prendre*, which is necessary in this phrase.
The word 'bagages' was sometimes misspelt.
Confusion between 'le port' and 'la porte'.

Paragraph C

The use of 'circulation' to translate 'traffic jam' instead of 'bouchon' or 'embouteillage'.

Paragraph D

Using 'heureux' or 'ravis' was not the correct translation for 'relieved'.
Some candidates used the word 'plaisir' to translate 'pleased'.

Paragraph E

The words 'crossroads', 'however' and 'map' were often not known.
The phrase 'nous avons consulté', was not identical to 'nous avons regardé', which was used by a number of candidates.
A confusion in the different meanings of the word 'right' in the phrase 'the right road'.
The words 'rue' and 'route' were often confused.
The word "beaucoup" was often missed out, in the phrase 'much earlier'.

FRENCH

<p>Paper 3015/12 Translation and Composition</p>
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Key messages

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Candidates should read the instructions carefully before starting their work and make full use of the time allowed in order to check their writing thoroughly.

Candidates should write **150 words** as required for the essays. They must not exceed this limit.

Candidates should write what they know to be French and avoid attempting to use language with which they are unfamiliar.

General comments

Overall there was some excellent work and there were a number of extremely good scripts towards the top of the range, as well as some consistently sound efforts in the middle. There were some excellent answers to the essay questions which used a wide linguistic range, though frequently the writing was inaccurate. Candidates should be reminded that a broad and fluent command of the material is highly commendable and will be rewarded, but that a high degree of accuracy in writing is essential for full credit to be given.

The translation into French was once again a popular choice, with approximately half of the candidates choosing to answer it. Some candidates achieved a high standard in this question; they had clearly worked hard to acquire a good range of vocabulary and grammatical structures and there were some very good marks. Set against this, was the fact that many candidates lost marks by not reading the English carefully or missing words and therefore not translating the text accurately. There were a number of candidates who opted for the translation, when choosing a different task would have been a better option for them.

It was clear that candidates had been well prepared for this examination, but they are encouraged to read the instructions carefully. For each essay question, candidates must not write more than 150 words. A large number of candidates often greatly exceeded this number – some essays having between 200 and 500 words. There were numerous instances where the candidates labelled their work as being 150 words when it was in fact of a much greater length. They are reminded that the rubric must be adhered to, as Examiners count the words and do not take any writing into account after the 150 word limit, for either Language or Communication. Thus, candidates have to address all the required points in 150 words or less. In doing so, they should then have the time to check their work carefully and follow the instructions of the Key Messages above.

Each essay question has quite specific guidelines regarding its content – either the pictures for **Question 1** or clearly stated rubric points for the 3 options of **Question 2**. The word count starts at the beginning of the answer for **Question 1** and immediately after the given opening phrase for **Question 2**. Candidates who ignored the instruction to start their essay after the given phrase in **Question 2**, were liable to be penalised. Any material which does not clearly relate to the content guidelines for any essay will remain as part of the word count but will be treated as irrelevant and will gain no marks for either Communication or Accuracy.

Candidates are reminded to read the rubric carefully by answering **two questions only** on the paper.

The vast majority of scripts were well and neatly 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 marks available for successful communication of relevant points in unambiguous, but not necessarily completely accurate French. Errors in handling verbs, such as not using the correct tense, or not addressing the necessary content within the 150 words allowed, were the most significant factors 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 cover all 5 of the given rubric points in any of the essays in **Question 2**.

Comments on specific questions

Question 1: Picture Story

This was the most popular choice, chosen by more than half of the candidates. In most cases, candidates found the pictures easy to describe and the story appeared to be clear. It was based on a family outing where the car breaks down on a country road and a repair vehicle has to be called to take the car away and drive the family back home. These basic ideas were on the whole clearly conveyed and candidates who kept within the 150 word limit, described the pictures as they were presented and used the past tense, generally had no difficulty scoring the maximum of 5 for Communication.

However, it is recommended that candidates plan roughly what they want to say for each picture before answering the question. This will help to avoid spending too long on the earlier part and then running out of words before the end, resulting in potentially losing Communication points.

The first person narrative approach was usually adopted, writing from the standpoint of one of the people depicted but a few chose to write in the third person. This was, of course, perfectly 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, for example *les bagages, la voiture, conduire, chanter, s'arrêter, la fumée, appeler, téléphoner, demander de l'aide*, and *jouer aux cartes*. Candidates who did not know the phrase *remorquer la voiture* could still get the message across by saying *emmener la voiture*. In picture 5, the word *camionnette* could be replaced by *véhicule de réparations*. The best writing avoided repetition of vocabulary such as *ma soeur, mon père* etc. and used a variety of adjectives and adverbs to make their work more interesting and colourful.

A good range of vocabulary will always score highly as will complex syntax – use of object pronouns, infinitive constructions and present and past participles, for example. However, not all candidates managed tense usage successfully and there was frequent confusion between the Imperfect and the Perfect/Past Historic. Candidates are reminded that the Present tense is unacceptable as the narrative tense. There were many basic syntactical errors which included inconsistency in the spelling and gender of nouns, missing agreements on adjectives and incorrect use of object pronouns.

Question 2

(a) Letter

This was also a popular choice. Most candidates understood what was required and often covered the required points very well. Candidates are reminded once again of the importance of 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, in order to qualify for the award of the five Communication marks. Candidates are reminded that, for all **Question 2** essays, the opening phrase is given and should be copied out before starting the main body of the essay. This is not included in the 150 word count.

The letter involved writing to a pen-friend to talk about a holiday job, describing where they worked, the type of work done, a problem they encountered, what they enjoyed and how they are planning to spend the money they earned.

The majority dealt with the points outlined above in a satisfactory manner. Some rubric points will, of course, invite greater length than others, but a single clear reference, in an acceptable tense, is sufficient for the award of a Communication mark. Candidates who started with the given opening, followed immediately by relevant treatment of the rubric points usually covered the material successfully. Unfortunately some candidates spent too long describing the work or the problem encountered and did not manage to talk about how they would spend the money, within the 150 words limit.

Some candidates were able to express their ideas in a range of appropriate and accurate French which gained high marks for Language. Competence in handling verbs is vital for a high score. Correct handling of the other linguistic features mentioned in connection with **Question 1** is equally important as marks for Language are only awarded for accurate usage.

(b) Dialogue

This was not a very popular question but it was handled well by candidates who followed the instructions to write this essay as a dialogue and who covered the 5 rubric points within the 150 words limit. The conversation was based on the premise of calling the lost property office to try and find an item that they had lost. They had to say what they lost, describe the item, explain where and when they had left it and describe the result of the phone conversation.

This conversation was often well executed by those candidates who chose it, with clear questions and answers being presented and the language used was usually appropriate and of good quality. Candidates are advised to follow the stated guidelines to keep the dialogue of high quality and relevance.

It should be noted that only the actual words of the conversation should be written (with an indication, of course, of which person is speaking). Using a narrative introduction or using the rubric points as part of their conversation, cannot be credited.

Candidates who started the conversation with the given opening sentence, followed immediately by the relevant treatment of the five rubric points, ensuring that they did not exceed the 150 words limit, were usually successful in answering this question.

(c) Narrative

This was the most popular of the 3 options of **Question 2**. It concerned an outing to the seaside with friends. Candidates had to give information about the outing including the method of transport, the picnic, the activities, a problem encountered and how it was solved.

The best stories were lively and fluently written, using a range of appropriate vocabulary and structure. Some candidates explained how they solved the problem in an imaginative and interesting way, however a substantial number omitted to talk either about the picnic or the problem, or spent too long describing the mode of transport and consequently did not manage to cover all 5 rubric points within the word limit.

Question 3: Translation into French

This was a popular option, chosen by approximately half of the candidates. Most candidates coped well with the vocabulary and grammatical structures but often lost marks for errors rather than a lack of knowledge, for example missing words such as *them*, *about* or *still* or missing out whole phrases. While the marking principles are identical (ticks are given for correct units of language and errors are ignored), it should be pointed out that this is a rather different exercise from the essay. Candidates are advised to translate **exactly** what the English says and not to seek to use alternative words as, in most cases, the English will transfer directly into French. Candidates who kept close to the English original text usually gained the best marks.

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

Paragraph A

A number of candidates did not know the word: *étroite*,

The idea of *about* in the phrase '*about fifteen*' was sometimes missed out.

... '*de peur*' should have been used and not '*avec peur*'

Auxiliary verb mistakes were made in A13 and A14.

Paragraph B

Missing out the translation of 'else' in the phrase 'no one else'.

The word 'very' translated by 'trop', shows a lack of careful reading of the text before translating.

Incorrect agreement of the verb after 'tout le monde'.

Paragraph C

Using 'j'avais dit' which was the wrong tense.

The phrase 'rester calmes' needed agreement.

'We placed it in the water' proved difficult for candidates to translate.

A variety of phrases were accepted as a translation of 'the bank', such as *rive*, *berge* or *bord de la rivière*, however some candidates used the word 'banque', which was wrong.

Paragraph D

Missing out 'leur' in the phrase 'to their house' and 'leurs' in the phrase 'to their parents'.

Spelling of the word 'thé'.

Paragraph E

Many wrong tenses used to translate the verbs in this section, which should have been in the Present tense.

The word 'countryside' translated by 'paysage' instead of 'campagne'.

A stronger word than just 'aime' was required in order to translate 'loves'.

The word 'still' was often missed out.

Many candidates did not know the correct word for 'ball' and used 'une boule'.



FRENCH

<p>Paper 3015/21 Reading Comprehension</p>
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Key messages

In Section 1

The candidate needs to understand simple messages, signs, advertisements and a short text dealing with everyday life.

In Section 2, Exercise 1

The candidate is required to locate information in a straightforward passage. Rephrasing the text is not required, but the answer should be unambiguous and clear for the examiner.

In **Exercise 2** of this **Section** the candidate is asked to respond to questions requiring both gist and detailed understanding. Whilst selective lifting may be appropriate to answer some questions, merely locating and copying text indicating a vague understanding is not.

In Section 3

The cloze test, which tests awareness of grammar, structure and idiom, the candidate is required to supply accurate, one word answers in each case.

General comments

Candidates prepared appropriately for this paper and the majority of them answered it well. Presentation varied. Unfortunately an increasing number of candidates had crossed out and rewritten their work, making some scripts difficult to decipher.

Comments on specific questions

Section 1

This section was tackled well by candidates.

Exercise 1

Some candidates did not seem to know some of the common lexical items tested here.

Question 1 proved to be a problem for a significant number of candidates who clearly did not understand *champignons*. Otherwise most candidates did extremely well in this first exercise.

Question 3: Some candidates did not understand *portefeuille*.

Question 4: Some candidates did not know *bouche*.

Exercise 2

Full marks were more common here, with no noticeable pattern of incorrect answers on the rare occasion they occurred.

Exercise 3

Again, most candidates performed very well in this multiple choice exercise.

For **Question 12 C** (Cara was unhappy.) was sometimes selected.

Wrong answers were sometimes supplied for **Question 14**.

Section 2

Exercise 1

Many candidates scored full marks on this exercise. Occasionally good candidates lost marks through trying to paraphrase unnecessarily, and choosing incorrect vocabulary which rendered the answer incorrect.

Questions 16–20 were dealt with very competently by almost all candidates.

Question 21 occasionally elicited the response that Monsieur Tonti was ill.

Question 22(i) and (ii): Most candidates gave appropriate responses. Just a few stated that Mme Fernand received help from Victor for her garden and her computer problems.

Questions 23–26: proved to be straightforward for candidates.

Exercise 2

Candidates performed fairly well in this exercise, but on occasions there appeared to be some misunderstanding of the questions. More careful reading of the text is recommended. Unselective lifting was a general reason for losing marks in this exercise.

Question 27: Most candidates clearly understood the question and offered a reply indicating that Aurianne had studied for seven years. In many cases the preposition *pour* was used instead of *depuis*.

Questions 28–30: These questions were generally answered correctly.

Question 31: Many candidates failed to answer the precise question asked and wrote *Un accompagnateur pour (un groupe de) 15 personnes* or similar.

Question 32 elicited good responses in almost all cases.

Question 33: A significant number of candidates clearly misunderstood *Quel temps [...]?* and answered *Trois jours*.

Question 34: Some answered appropriately, but there was some misunderstanding of the question with candidates answering that Aurianne helped them as much as she could.

Question 35 posed no problem.

Question 36: There were some good answers, but some candidates did not seem to have understood the question and wrote that Pierre broke his leg.

Question 37: Most candidates answered correctly.

Question 38: Few candidates were able to express the fact that Aurianne looked after the clients well or that she was kind. Many wrote *Ils ont apprécié sa présence*; it is not clear to whom *Ils* refers.

Question 39: Most candidates answered correctly.

Section 3

As is often seen in Section 3, this exercise was accomplished with varying degrees of success. The greater majority performed reasonably well. A small number of candidates seemed to have little or no concept of what was required and offered incorrect responses. A few candidates put more than one word in each gap, in spite of the instructions. Incorrectly placed or missing accents also cost some marks.

Common incorrect answers were:

Question 42 a (very few supplied *y*)

Question 43 *pour*

Question 47 *des*

Question 51 *et*

Question 52 *là*

Question 53 *pas/jamais*

Question 55 *eu*

Question 57 *quel/quoi*

FRENCH

<p>Paper 3015/22 Reading Comprehension</p>
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Key messages

In **Section 1**, the candidate needs to understand simple messages, signs, advertisements and a short text dealing with everyday life.

In **Section 2, Exercise 1**, the candidate is required to locate information in a straightforward passage. Text rephrasing is not required, but the answer should be clearly stated.

In **Exercise 2** of this Section the candidate is asked to respond to questions requiring both gist and detailed understanding. Mere location and transcription of the text is discouraged, although sometime carefully selected lifting will suffice.

In **Section 3**, the cloze test, which tests awareness of grammar, structure and idiom, the candidate is required to supply accurate, one word answers in each case.

General comments

The majority of candidates tackled the paper well. However, presentation varied, and many candidates had crossed out then rewritten their work, making some scripts difficult to decipher.

Comments on specific questions

Section 1

This section presented very few problems for candidates.

Exercise 1

Most candidates did extremely well in this first exercise with no discernible pattern of wrong answers.

Exercise 2

Full marks were even more common here, with no noticeable pattern of incorrect answers on the rare occasion they occurred.

Exercise 3

Again most candidates performed very well in this multiple choice exercise. For **Question 11A** (Hervé decided to go to another school.) was sometimes selected. Wrong answers, where they occurred, seemed more common in **Questions 13–15** with patterns of answers generally being **BCC**, **CBC** or **BBB**.

Section 2

Exercise 1

Many candidates scored full marks on this exercise. Some good candidates lost marks through trying to paraphrase unnecessarily, and choosing incorrect vocabulary which rendered the answer incorrect.

Question 1: some candidates focussed on Charlotte changing her bedroom rather than on the music exam.

Question 19: some missed out words, which changed the meaning to 'looked like a little girl', rather than 'looked like a little girl's bedroom'.

Question 24: some focussed on the list, or that Charlotte went to a *grande surface* without saying why that was an advantage.

Question 26: there was sometimes paraphrasing resulting in vague expressions about using the internet; this could be any number of methods (Facebook, Snapchat, photo sharing sites), rather than email as specified in the text.

Exercise 2

Many candidates performed well in this Exercise, but on occasions there appeared to be some misunderstanding of the questions. Closer reading is recommended.

Unselective lifting was a general reason for losing marks, leaving words such as *donc* or *tous* in the sentence.

Question 27: A significant minority did not seem to notice this question underneath the text. Some good candidates left it blank. Others focused on the idea of talking about the musicians rather than the shared opinion.

Question 31: A frequent wrong answer focused on the idea of young people arriving rather than actually being there.

Question 32: Candidates did not take on board the idea of *déjà* leading them to give 'twice' as an answer.

Question 34: The use of *devant* often invalidated the answer.

Question 36: Candidates sometimes lifted and left *tous* in sentence which did not make sense.

Question 38: Many candidates erroneously picked up idea of applauding.

Section 3

This last exercise was accomplished with varying degrees of success. The majority performed reasonably well. Just a very few candidates seemed to have little or no concept of what was required and their responses were not only incorrect but also seemed to be ill-considered. A few candidates put more than one word in each gap, in spite of the instructions. Incorrectly placed or missing accents also cost some marks.

Common incorrect answers included:

Question 41 *chez*

Question 42 *resté* or *travaillait*

Question 44 *prit*

Question 46 *il*

Question 52 *avec*

Question 53 *dans* (Candidates may have thought that *fermiers* meant farms rather than farmers.)

Question 56 *après*

Question 57 *pendant*

Question 58 *pour/de*

Question 59 *ce*