

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 should not exceed this limit.
- Candidates should write in French and avoid attempting to use language with which they are unfamiliar.

General comments

There were few scripts which scored highly, however 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 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 picture story was once again the most popular choice and many candidates had been well prepared to answer this type of question and they achieved a very good standard; 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, translating the idea rather than the specific words in a sentence or missing whole phrases and therefore not translating the text accurately.

It was clear that most candidates had prepared well for this Examination, but they are still encouraged to read the instructions carefully. For each essay question, candidates must not write more than 150 words. Some candidates exceeded this number, but there was a marked improvement in this, compared to previous years. 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 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 the majority of the candidates. In most cases, candidates described the pictures well. The story centred on a family going to the airport in a taxi. When the mother looks for the passports she cannot find them and the father and children appear very upset. Father makes a phone call to the taxi driver to ask if the passports are in the car. The taxi driver returns with the passports and father shakes his hand. Then we see the family walking towards the plane with their luggage and, in the last picture, they are seated inside the plane listening to music and talking happily.

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 several points.

Either *Je* or *Nous* were mostly used for this description, writing from the standpoint of one of the teenagers depicted or from the standpoint of whole family but a few chose to write in the third person plural, using *ils*. 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 forgetting to use the preposition *à* after *téléphoner* and forgetting the preposition *dans* after *monter* or *entrer*; using the verb *prendre* instead of *conduire* or *amener*, and misspelling the words *passeport, bagages* and *aéroport*. 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 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 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 meeting their sister's boyfriend. Candidates had to explain how their sister had met her boyfriend, describe the young man, talk about an incident when he came to the house and the reaction of their parents. The candidates also had to say what they thought of him.

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.

Some candidates misunderstood the phrase “*Vous avez rencontré*” in the rubric and went on to explain how their sister had met her boyfriend. This confusion led to potential marks being lost.

The best 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 the least popular of the 3 options of **Question 2** 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 your plans for your birthday celebration. The candidates had to explain where the party was going to take place, who was going to be invited, what food and drinks would be served, the activities which would take place and the gifts that they would like to receive.

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 who deviated from the instructions in the rubric and did not adhere to the 5 rubric points, lost out on potential marks. 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 word limit, were usually successful in answering this question.

(c) Narrative

This was not a very popular question either. The candidates had to recount a day when they attempted to play a new sport. They had to say what sport it was, where they played it, describe an incident which happened, what they thought of the activity and what they did after playing this sport. Some candidates did not address the last rubric point and therefore lost a potential communication mark.

The best stories were lively, interesting and fluently written, using a range of appropriate vocabulary and structure. The incidents which the candidates described were varied and imaginative. As for the previous questions, some candidates deviated from strictly addressing the 5 rubric points and did not manage to cover all of them 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 or missing out whole phrases, or changing the sentences, such as translating *30 minutes later* instead of *half an hour later*.

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 difficulties were experienced with a number of items:

Paragraph A

- The words *malheureusement* and *aujourd'hui* were often misspelt
- *Le samedi dernier* was used instead of *samedi dernier*

Paragraph B

- *Travailler* instead of *voyager* was an unexpected mistake
- The word *vite* was sometimes used instead of *rapide*

Paragraph C

- The phrase *à la gare* was sometimes wrongly translated by *à la station*
- Difficulty in translating *au premier étage* and *salle de bains*
- The word *balcon* was not often known

Paragraph D

- Difficulty in translating *I put on*, which should have been *J'ai mis*
- *Maillot de bains* was often not known
- Many instances of *m'asseoir dans le soleil*, instead *au soleil*
- *Après une demi-heure*, and *après trente minutes* were both incorrect
- *Nous nous sommes endormis*, this phrase often presented a problem
- *Avant dîner* was not correct

Paragraph E

- A band was often translated by *une bande* instead of *un groupe* or *un orchestre*
- The phrase *on the square* presented some problems
- The verb *danser* was often mistaken with the English verb *dancer*
- *Faire de la voile* presented some difficulty

FRENCH

<p>Paper 3015/12 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 in French and always use language with which they are familiar.

General comments

A small proportion of scripts which marks towards the top of the range, however there were also some consistently sound efforts in the middle. Many candidates wrote excellent answers to the essay questions which used a wide linguistic range, though frequently the writing was inaccurate. Candidates are 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 picture story was once again the most popular choice and many candidates had been well prepared to answer this type of question and they achieved a very good standard; they had clearly worked hard to acquire a good range of vocabulary and grammatical structures and there were some very good marks for this question.

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, translating the idea rather than the specific words in a sentence or missing whole phrases when they were unsure of the translation and consequently not translating the text accurately enough.

It was clear that most 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. In some centres there was a marked improvement in this, compared to previous years. However in other centres, many candidates exceeded the number of words allowed, often labelling their work as being 150 words, even though it was much higher. 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 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 padding 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. Over 10% of candidates answered 3 questions instead of 2, thinking that it would advantage them to do so. In most cases it would have been more useful for them to spend the extra time improving the accuracy of their writing for the two questions which they preferred to answer. They should not infringe the instructions.

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 five 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 five 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. There was little irrelevant material used, although some candidates spent too long describing the first 3 pictures and lost marks due to not reaching the end of the story within the 150 words limit. 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 several points.

In most cases, candidates found the pictures easy to describe and the story appeared to be clear. The first picture showed two adults leaving the house in a car while two teenagers remain at home and wave them goodbye. The next picture shows the boy and girl in the kitchen preparing some food. As the food cooks, they watch television in another room until they see or smell some smoke coming from the kitchen. The boy removes the dish from the oven but drops it on the floor. The teenagers then have to clean the floor of the kitchen before the adults return. The last picture show the four people sitting at the kitchen table happily having a drink. 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**.

Je was mostly used for this description, writing from the standpoint of one of the teenagers. *Nous* was also often used for part of the story, which 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 *un oeuf, un bol, casser, le four, la fumée, trop chaud, tomber, nettoyer, le sol* and *propre*. However few candidates used the phrase *laisser tomber le plat* correctly. 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 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. Those who used the present tense lost marks as they could not be credited for **Communication**. There were many basic syntactical errors which included inconsistency in the spelling and gender of nouns, confusion about appropriate verb endings when using the *nous* form of the verb, missing agreements on adjectives and incorrect use of object pronouns.

Question 2

(a) Letter

This was the second most popular choice for candidates choosing to answer **Question 2**. 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 concert that they had attended. They had to say what type of concert it was, when they attended and who accompanied them, describe the concert, give their opinion of the concert and say when they did afterwards. The majority dealt in a satisfactory manner with the points outlined above, although several candidates did not address the first point or say what they did after the concert, thus losing marks for **Communication**. Candidates who listed several names of friends, singers and bands, (which do not gain any marks) often ran out of words before finishing their writing.

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.

The best 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 the least popular of the 3 options of **Question 2** and a very small number of candidates chose to answer it. The conversation was based on the premise of talking to a friend about a magazine that they had read. They had to say what type of magazine it was, why they liked it, which article was the best and what they did not like about the magazine. They also had to ask what type of magazine their friend liked.

This option was generally not successfully executed. The few candidates who chose it often deviated from the instructions in the rubric, adding irrelevant material instead of adhering to the 5 rubric points. In a few instances, the friend talked at length about magazines that he/she had read, when this was clearly not part of the task and therefore marked as irrelevant padding.

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.

(c) Narrative

This was the most popular of the 3 options of **Question 2**, chosen by nearly half of the candidates. They had to write a story about an invitation to spend a few days at friends' house. They had to say why they were invited, what they did to pass the time at their home, describe a place where they went with their friends, talk about a problem they had and finally give their opinion of the holiday.

A few students used similar vocabulary to **Question 1**, saying that they had done some cooking. This was, of course acceptable, however the best stories used varied and imaginative vocabulary to describe activities and incidents in a lively and interesting manner. As for the previous questions, some candidates deviated from strictly addressing the points listed, spending too much time describing the activities done at home, and did not manage to cover all five rubric points within the word limit.

Question 3: Translation into French

This was quite a popular option, chosen by nearly half of the candidates. Most gained more marks in the first **3 Sections** of this question rather than in the last **2 Sections**. As **Sections 4** and **5** did not appear to be more challenging than the first **3**, the difference in marks seems due to a lapse in concentration from the candidates towards the end of the examination.

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 difficulties were experienced with a number of items:

Paragraph A

- Often wrong tense used to translate the phrase 'had been married'
- *Il y a* or *pour* used instead of *depuis*
- *Mariage* spelt as in English

Paragraph B

- The word *à* missing after *j'ai téléphoné*
- *La plupart* was often not known
- Spelling of 80, when written in words

Paragraph C

- *Une chambre* was often used instead of *une sale*
- 'Next to' was mostly translated by *près de* instead of *à côté de*
- Addition of *un* before the words *chef* or *cuisinier*
- Spelling of *reste* and *nourriture*

Paragraph D

- Translation of *nearby*
- Difficulties in translating 'we left'. *Sortir*, *aller* and *quitter* were sometimes used instead of *partir*
- *Par taxi* instead of *en taxi*
- Translation of 'a quarter of an hour later'

Paragraph E

- Translation of 'delighted'
- Wrong tense used for 'we ate' and 'we drank'
- *Dansé* spelt with the letter 'c' as in English
- Spelling of *succès*

FRENCH

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

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 clear.

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, mere location and transcription 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 greater majority of them tackled it well. Presentation varied, although an increasing number of pieces of work were crossed out and rewritten, which made some scripts very difficult to decipher.

Comments on specific questions

Section 1

This section presented relatively few problems for candidates.

Exercise 1

A small number of candidates did not seem to know some of the common lexical items tested here.

Question 1

Some candidates did not understand *gants*.

Question 5

Mobylette was sometimes not known. Otherwise most candidates performed very well in this first exercise.

Exercise 2

Candidates also scored highly here, with little discernible pattern of incorrect answers on the rare occasion they occurred.

Question 10

Question 10 was sometimes incorrect, suggesting that candidates did not understand *passer l'aspirateur*.

Exercise 3

Again most candidates performed very well in this multiple choice exercise. For **question 13** not all candidates chose *blessé* as the correct answer.

Wrong answers were sometimes supplied for **question 15** and may not have understood *un conseil*.

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 16–18

Questions 16–18 were dealt with very competently by almost all candidates.

Question 19

Question 19 caused problems for some who stated that neighbours rather than just one of their neighbours had recommended finding a job.

Questions 20 and 21

Most candidates answered correctly.

Question 22

Virtually all candidates answered correctly.

Questions 23–26

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. Closer reading is recommended. Unselective lifting was a general reason for losing marks in this exercise.

Question 27

Most candidates clearly understood the question and offered an appropriate reply.

Questions 28

Although candidates may have understood the question many supplied *finissait ses devoirs* // *a fini ses devoirs* / *Quand il finissait ses devoirs* or similar none of which were credited as it was not clear that clear that Félix completed his homework before playing on the computer.

Question 29

Question 29(i) and **(ii)** elicited good responses in almost all cases.

Question 30

Question 30 was answered well by many. Those who did not score wrote complete irrelevances and had clearly not understood the question. These questions were generally answered correctly.

Question 31

Question 31 was generally tackled well.

Question 32–38

There were many good answers, but some candidates misunderstood and provided irrelevant responses, which sometimes involved copying chunks of text.

Section 3

As always this exercise was accomplished with varying degrees of success. The greater 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 arbitrary. A few candidates put more than one word in each gap, in spite of the instructions. Incorrect or missing accents cost some marks.

Common incorrect answers are listed below:

Question 43

pendant, dans, toutes

Question 46

avant which worked grammatically but was not a logical choice, *pour*

Question 52

leur

Question 54

et

Question 56

en, avec

Question 57

many wrong answers including *avaient, à*

Question 58

sera, était

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 must be unambiguous.

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, mere location and transcription indicating 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

Most candidates prepared appropriately for this paper and the majority of them tackled it well. Presentation varied, and an increasing number of pieces of work were crossed out and rewritten, which made some scripts very difficult to decipher.

Comments on specific questions

Section 1

This section presented relatively few problems for candidates.

Exercise 1

A small number of candidates did not seem to know some of the common lexical items tested here. Otherwise most candidates did extremely well in this first exercise.

Exercise 2

Full marks were more common here, with little discernible pattern of incorrect answers on the rare occasion they occurred.

Exercise 3

Most candidates also performed very well in this multiple choice exercise. For **Question 12** some candidates chose **B** instead of the correct answer **C**.

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.

Question 18

Question 18 were dealt with very competently by many candidates. However a significant minority got the answers round the wrong way.

Question 19

Question 19 caused problems for some who stated that Mimi's parents had helped her, or that she herself had sent a list.

Exercise 2

Candidates performed fairly 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 in this exercise.

Question 26

Some candidates omitted to write *plus de* and so could not be awarded the mark.

Questions 28

Although candidates may have understood the **question** many said that Victor went to work at the weekends and during the holidays, which was both illogical and incorrect.

Question 29

Question 29(i) and **(ii)** elicited good responses in most cases.

Question 30

Question 30 was answered well by many. Those who did not score wrote about advantages rather than disadvantages and had either not read the **question** closely enough or did not understand *l'inconvénient*.

Question 31

For both parts unselective lifting cost candidates marks.

Question 35

There were very few correct answers here, with many candidates stating that communicating with gestures and photos had been the most fulfilling aspect off the trip.

Section 3

As always this **exercise** was accomplished with varying degrees of success. The greater 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 arbitrary. A few candidates put more than one word in each gap, in spite of the instructions. Incorrect or missing accents cost some marks.

Common incorrect answers are listed below:

Question 40 *se, le*

Question 45 *bas*

Question 48 *les*

Question 49 *à*

Question 50 *en*

Question 51 *sont*

Question 54 *était*

Question 56 *la, du, le*