

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2003

FUNCTIONAL FRENCH

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GENERAL COMMENTS

Candidates' overall performance in this examination was good. Paper 01 was within the competence of the majority of candidates.

The performance of candidates in Paper 02, was also good in Modules 1 and 2 in both the reading and writing skills, however, a higher level of written expression in the target language is required for the letter or report of Module 3.

DETAILED COMMENTS

PAPER 1

Generally speaking, the performance in this paper was good. Of a total of 60 marks, candidates' scores ranged from 24 to 54.

MODULE 1

In general, candidates scored well in this section which is based on the Home/Family/Daily Routine. Of the 20 marks available, only 3 candidates scored below 10, with most candidates scoring above 15 marks.

MODULE 2

In this section, candidates were required to respond to questions based on longer texts from the topics of Module 2. Of a total of 20 marks, most candidates scored between 11 and 15 with no one scoring below 6.

MODULE 3

Given the increased level of difficulty in this section, candidates scored slightly lower than in the two previous modules. Marks ranged from 3 to 18, with most candidates scoring in the 11-15 range.

Only one candidate understood the word *concurrence* to give the correct answer 'competition' for question 44.

PAPER 02

MODULE 1

As expected, candidates scored well in this section because they usually cope better with the themes in this module. However, candidates continue to find the written responses more challenging than the reading comprehension and therefore tend to score fewer marks in this exercise. In the Reading Comprehension exercises, some candidates had difficulty interpreting unusual expressions, leading to serious misrepresentation of the meaning:

Example: Answer to Question 2 (f):

Parents should try to re-discover their curiosity and do more family planning (**projects en famille**).

MODULE 2

The Reading Comprehension passages in this module were done well, with most candidates scoring in the upper range of 7 – 10 in both Questions 4 and 5.

In their handling of Question 6 (Responses to situations), candidates are reminded that marks are awarded for appropriateness of the answer as well as correct language. Appropriateness involves:

- (i) including all elements of the situation and
- (ii) using required terms of politeness.

Example 1: Say what time of year you expect to go and where you will be staying.

A city or a specific region of the country must be mentioned (and a hotel, if deemed necessary). The simple mention of France is not enough.

Example 2: **Je suis désolé de ne pas pouvoir assister à ta fête.**

Salutations may be included but are not indispensable to the responses. These salutations will not be taken into account in the 15-word limit per response.

Candidates are also reminded to adhere to the 15-word limit and not write several sentences, as anything beyond the word limit will not be taken into account.

MODULE 3

Question 7 (Reading Comprehension)

In this more difficult Module, the Reading comprehension passage proved challenging for some candidates. However, the majority of candidates scored in the 13 – 16 range of marks, of a total of 20 marks.

Of note, however, is the fact that incorrect expression in ENGLISH was a serious problem for some candidates, who lost valuable marks due to incoherent answers and poor expression in a question worth 4 marks.

Example: Answers produced for (h)

1. Government has reservation on: stable the family will remain due to night work, the issue of it being harmful to workers' health and the route, over many debates to improve the system.
2. Some of the reservations that the Government have regarded as night work are doctors for the accidents that are caused by very tired drivers.

Question 8 (Letter/Report)

Most candidates opted to do the report rather than the letter. This question was fairly well handled but candidates are reminded that the word limit must be adhered to, as far as possible. Some candidates wrote as much as three times the upper limit.

INTERNAL ASSESSMENT

The overall standard of the written projects submitted was high, with few candidates performing at only a fair level.

Teachers and students need to familiarize themselves with the current syllabus and to be guided by it. There are still projects on topics which are not covered in the modules, as stipulated by the syllabus. It is suggested that the candidates write on the title page of the project, the module to which it belongs.

Some projects did not include the statement of issue as required by the syllabus. The outline in the syllabus gives a framework for the paper to be presented and this would enhance the projects.

Some candidates write on a topic, expressing opinions, but without showing any signs of having gleaned information through research. They are encouraged to include a bibliography at the end of the project as such evidence.