

FRENCH

<p>Paper 9094/02 Reading and Writing</p>
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Key messages

- In **Question 1**, the word or words chosen as the answer must be interchangeable in every respect with the word or words given in the question. Candidates need to find a satisfactory replacement both semantically and grammatically.
- In **Question 2**, candidates are required to manipulate the sentence grammatically, not to alter its vocabulary or meaning unnecessarily.
- In **Questions 3 and 4**, candidates should not simply 'lift' (copy/cut and paste) items unaltered from the text. They need to manipulate the text in some way, re-phrasing by using different vocabulary or structures.
- In **Questions 3 and 4**, candidates should not begin the answer by re-working the question.
- In **Question 5**, any material in excess of the word limit is ignored. Candidates should not write a general introduction.
- In **Question 5(b)**, candidates should be encouraged to venture some brief relevant ideas of their own without confining themselves to the material contained in the text.

General comments

The fact that scripts are scanned and marked on screen has created some issues of which candidates need to be aware: some appear to write a pencil version of their answers which they then write over (more or less accurately) in ink. Scanning does not clearly distinguish the pencil version from the ink one, which can make the script very difficult or indeed impossible to mark on screen, especially in a paper where a single letter or (or even a defining accent) may make all the difference between 1 and 0.

Legibility in general was sometimes a significant problem, with answers littered with crossings-out and squeezed-in insertions, not to mention poor or minute handwriting. In particular, candidates from some centres have a way of writing a *t* which involves curling the bottom of the letter upwards, inwards then outwards again which makes it impossible to know whether the word ends in *t*, *s* or *r*. This again can make all the difference between 1 and 0.

Thankfully, there were very few cases of centres submitting the text inserts with the answer booklets, a practice which significantly complicates the scanning and marking process.

Overall, the paper was felt to be an appropriate test, approachable by the overwhelming majority and similar in level of difficulty to previous years. The subject matter of the texts was clearly of some topical interest and relevance. There were many very good scripts from able and well-prepared candidates who handled all the tasks with commendable fluency and accuracy. At the other end of the range, there were some whose level of linguistic competence was over-stretched by what was being asked of them.

Most candidates knew how to set about tackling the different types of question, revealing a good level of familiarity with the format of the paper and the required tasks, although some failed to read the questions carefully enough or to take note of the indication in square brackets of the number of points to be made in each question.

Where candidates scored consistently poorly, it was often because they copied items unaltered from the texts in **Questions 3** and **4**, or because they allowed their personal opinions to dictate their responses, rather than focusing on what the text actually said.

There were few signs of undue time pressure, with most candidates managing to attempt all questions, although quite a lot of answers in **Questions 3** and **4** were unnecessarily lengthy, with candidates perhaps attempting to strike lucky by casting the net as widely as possible. Some candidates still tend to neglect the straightforward answer and over-complicate things. The most successful answers are often the most concisely and simply expressed.

Many candidates still feel the need to incorporate the words of the question as an unnecessary preamble to the answer, which not only wastes time for both candidate and marker, but also potentially introduces linguistic errors which can detract significantly from the overall impression for the Quality of Language marks – e.g. *En ce qui concerne la participation des femmes, les Jeux Olympiques ont-ils changé...* (**3(a)**); *Le pourcentage de femmes participant aux Jeux a-t-il évolué...* (**3(b)**); *Les femmes et les filles restent-elles désavantagées...* (**4(a)**). Answers beginning with *Parce que* or *En* are quite in order, indeed usually preferable.

Candidates would also do well to look at the number of marks awarded for each question (indicated in square brackets) as a guide to the number of points to be made. Some successfully set out their answers by separating the points as i)..., ii)..., iii)... etc.

In **Questions 3** and **4**, it is encouraging to note that copying wholesale from the text has diminished significantly in recent series, with more candidates understanding how to ‘work’ the text to avoid ‘lifting’, but it remains a common feature amongst the weaker candidates. It is important to remember that simply ‘lifting’ items directly from the text, even if they include more or less correct information, does not demonstrate understanding and therefore does not score marks. Candidates must show that they can manipulate the text in some way (even in a minor way) to provide the correct answer. They should try to express the relevant points using different vocabulary or structures. There is an encouraging trend for the stronger candidates to understand how to do this quite simply, avoiding unnecessary over-complications (see previous paragraph). Even quite small changes (e.g. transforming nouns into verbs or finding a simple synonym) or extensions to the original can show that candidates are able to handle both the ideas and the language – see specific comments on **Questions 3** and **4** below.

The paper ties the questions (and therefore the answers) to specific paragraphs (or occasionally to specific lines) in the texts. Candidates who find themselves writing the same answer for two questions need to pause for thought.

In **Question 1**, candidates nowadays appear more aware of the need for the words given as the answer to be interchangeable in every respect with the word or words given in the question – i.e. the word or words to be inserted must fit precisely into the ‘footprint’ of the word or words which they are replacing. The inclusion of unnecessary additional words (or the exclusion of necessary ones) invalidates the answer.

Candidates can sometimes help themselves considerably by narrowing down the options to words which are at least same parts of speech, or by matching (for example) singulars with singulars or feminine adjectives with feminine adjectives.

Question 2, on the other hand, is not the time to attempt to find other words for straightforward vocabulary items used in the original sentence. This question is a test of grammatical manipulation, not of an ability to find alternative vocabulary for its own sake. **Candidates should therefore aim to make the minimum changes necessary, whilst retaining as many elements of the original as possible.** They need to be aware, however, that alterations made to one part of the sentence are likely to have grammatical implications elsewhere, particularly in matters of agreement. Candidates should not attempt to cut corners by omitting the prompt at the start of their answers.

In **Question 5**, candidates should realise the importance of the word limits clearly set out in the rubric: a total of 140 words for both sections, 90–100 words for the summary of specific points made in the original texts and 40–50 words for the response. **Material beyond the word limit is ignored and scores no marks. This means that those candidates who use up the entire allocation of words on the Summary automatically receive none of the 5 marks available for their Personal Response.** Although there has been a marked improvement in this respect in recent series, candidates from some Centres still write answers in excess of the word limit, sometimes by a large margin, meaning that many answers to the **Personal Response** cannot be awarded any marks since the word limit has been exceeded before it starts.

These limits are such that **candidates cannot afford the luxury of an introductory preamble**, however polished. It appears that candidates are unnecessarily afraid of being penalised for not introducing the topic (maybe because of different practices in other subjects), but some simply waste a significant proportion of the available words on this for no reward. The word limit is already quite tight to achieve ten points and, from the very outset, candidates need to make the point as succinctly as possible and move on to the other nine. It is a summary/*résumé* of specific points from the texts that is required in the first part of **Question 5**, not a general essay.

It is strongly recommended that candidates count carefully the number of words that they have used as they go through the exercise and record them accurately at the end of each of the two parts, if only in order to highlight to themselves the need to remain within the limits. For the purpose of counting words in this context, a word is taken to be any unit that is not joined to another in any way: therefore *il y a* is three words, as is *qu'est-ce que c'est?*

The most successful candidates often showed clear evidence of planning and editing their material with the word limit in mind, but other scripts were littered with crossings-out, which greatly diminished standards of presentation and legibility.

Comments on specific questions

Question 1

This was a relatively straightforward first exercise which enabled a good proportion of candidates to get off to a positive start.

- **Item (a)** was correctly offered by most candidates.
- In **(b)**, *concourent* was identified by a large majority, although some lost the mark by not transcribing it accurately.
- **Item (c)**, proved the most difficult, with the frequent inclusion of *seulement* after the correct *soit* breaking the 'footprint' rule – see General comments above. *De plus*, *alors* and *ce n'est que* were also quite common.
- In **(d)**, candidates were largely successful in finding *depuis*, but a number reversed things with (*pour arriver*) *jusqu'à*.
- In **(e)**, the search for a feminine adjective correctly led many to *parfaite*, but *exponentielle* and *parité* also appeared quite frequently.

Question 2

There were some excellent answers to this question from the strongest candidates, but, as usual, the task proved quite demanding for candidates with an inadequate command of grammatical structures, or who failed to observe the basic rules of agreement.

Item 2(a)

The transfer into the passive proved straightforward enough for many, but some did not see the need to make the participle agree. Others lost the mark by changing the tense to a *passé composé*, or by the addition of a curious *par nous*.

Item 2(b)

The passive here required not only the agreement of the past participle but also the change from *à* to *de*, which proved problematic for many. Others missed out the necessary *par le CIO*.

Item 2(c)

There were a number of elements which made this a challenging task for many: the conjugation of *parvenir*; the sequence of tenses; the agreement of *leur* with *statut*. The omission of the necessary *y* compounded the problem.

Item 2(d)

The conjugation of another irregular verb (*atteindre*) again caused problems even for those who had done the difficult bit in recognising the need for a subjunctive. Others omitted the agreement on *soit atteinte*.

Item 2(e)

This item was not handled very well, maybe due to the reluctance of many candidates to form a simple negative with both *ne* and *pas*. Candidates who successfully negotiated *ni ... ni* often spoiled things by including *et*, and those who remembered the *n'* then destroyed it by the addition of *pas*.

Question 3

In **Item 3(a)**, most candidates scored the first mark either by saying that women couldn't compete in 1896 or that they could in 1900, or both, although there was some mixing up of the dates. There were plenty of easy ways to avoid lifting *admises*. Some did not make the point that their participation (second mark) was limited by the small number (five) of events open to them, simply stating that there were only 22 *sportives* or that each had to enter five events. Their performance (third mark) was limited by their attire (*portaient que des longues jupes et des chapeaux*).

In **Item 3(b)**, candidates found good ways of expressing a dramatic increase in numbers. Errors in calculating percentages were disregarded where possible. For the second mark, candidates were generally successful in finding ways of expressing the aim of equal numbers of male and female competitors, without lifting *parité*.

In **Item 3(c)**, the need for new Olympic sports to include women's events was generally well answered. The second mark referred to the tripling of the number of women's events, rather than necessarily a tripling of the number of women athletes. *Comporter* was sometimes thought to have something to do with *le comportement*, whilst others suggested that women would compete against men in all events.

In **Item 3(d)**, most candidates successfully scored both marks, although some unnecessarily lifted *l'introduction de la boxe feminine*.

Item 3(e) required mention of the women's football World Cup being organised in France for the first mark, and an understanding of *gagner du terrain* in this context for the second. Some interpreted this as meaning the acquisition of more pitches or the building of new grounds.

In **Item 3(f)**, successful candidates followed the prompt in the question (*aider à faire*) and replaced the nouns *démolition*, *érosion*, *combat* and *lutte* with corresponding verbs. There was some confusion caused by the suggestion that girls giving up sport regretted it or that they had to *choisir l'adolescence au lieu des sports*.

Question 4

Item 4(a) needed candidates to make the point that women athletes were more *visibles/médiatisées* and then to find ways to avoid simply lifting *un manque d'opportunités* (e.g. *elles manquent...*), *une insuffisance d'investissements* (e.g. *on n'investit pas suffisamment...*) and *la persistance de préjugés* (e.g. *il existe toujours...*).

Item 4(b) was the most successfully handled in this question, with candidates often scoring both marks, although some thought that it was women players themselves who were eliminated or that women's prize/appearance money actually exceeded men's.

In **Item 4(c)**, a good proportion of candidates thought that men were more professional than women in their approach, rather than achieving professional status more often. Others did not make it clear that their average monthly contracted salary was higher too.

In **Item 4(d)**, most candidates managed the first mark for pointing to the increased television coverage of women's sport. Some went too far in suggesting that none of the French team's matches were televised in the women's soccer World Cup in Canada, but a good number attempted (albeit with varying degrees of success) to produce the required conditional or conditional perfect to express how things would have been different in the case of the men's team.

In **Item 4(e)**, the increased participation in women's sport was generally successfully mentioned for the first mark, but some then lapsed into lifting *un profil rehaussé* (or misreading it as *un profit rehaussé*) and *l'égalité de statut*. The importance of women assuming key posts in the sporting world was well paraphrased by stronger candidates.

Question 5

(a) Summary

This question is effectively a **précis** in which being concise is part of the task. See **General Comments** at the start of this report for the need for candidates to embark directly on identifying and giving point-scoring information **without a general introduction**. *Les deux textes concernent les femmes dans le monde sportif. Le premier présente les progrès faits dans le sport féminin depuis 1896. Le deuxième indique ce qu'il reste à faire pour atteindre l'égalité des sexes dans ce domaine* wasted over 25% of the word allowance without scoring. A similar number of words could have been used at the outset to score the first 4 of the 10 marks available: *Depuis 1900 les femmes peuvent participer aux Jeux Olympiques (A). Leur nombre a augmenté énormément (B) et le but est d'arriver à 50 % en 2020 (C). Tous les sports olympiques offrent maintenant des épreuves pour les femmes (D).*

The mark scheme identified 14 rewardable points, of which most candidates managed a respectable number. The very weakest simply copied out verbatim chunks of the text, hoping randomly to chance upon some rewardable material.

In addition to the four points (A–D) above, the most commonly made included

- The increased participation of women in sport in general
- Women playing traditionally 'male' team sports, and the increased popularity of women's football in France
- Need for equality of professional status/prize-money/salaries
- Greater media coverage
- Breaking down barriers/overcoming sexist stereotyping and prejudice

Although there is no specific penalty for 'lifting' in this exercise as far as content is concerned, **excessive reliance on the language contained in the text is liable to be penalised in a reduction of the Quality of Language mark**.

(b) Personal Response

In the Personal Response many candidates did not read the question properly before seeing the words *argent, hommes et femmes* and jumping to the conclusion that they were being asked whether it was justifiable to pay sportswomen less than sportsmen. Sadly, this produced many answers which were irrelevant and unrewardable.

Those who did read the question produced some interesting points, mostly in favour of '*les vastes sommes*'. The justifications included:

- sportsmen and women have to train long and hard
- they have to make sacrifices, including time with their families.
- they represent the honour of their country
- they have to have a special diet and equipment which can be expensive
- sport can be dangerous, and they risk injury or even death
- sport is big business controlled by millionaires so they deserve their cut
- they help sell products and merchandise and make money for others
- their career is usually short-lived
- they are ambassadors and act as role models for young people
- they have a very special and rare talent which deserves to be rewarded highly, on the principle of supply and demand.

Of those against, the following were mentioned:

- there are those in far greater need
- other occupations/professions (surgeons, miners, firefighters) are paid much less yet are more important
- sport should be for love not money

- the money should be spent on encouraging everyone to do sport and become more healthy
- the money should be spent on better community sporting facilities or on reducing world poverty
- it makes the sportsmen and women arrogant and encourages excessive consumption and the cult of celebrity.

Quality of Language

The quality of language varied from the virtually flawless to the very poor. The strongest candidates wrote fluently and accurately, demonstrating a broad and flexible range of vocabulary and a robust control of structure. At the other end of the scale, the very weakest struggled with the rudiments of the language, finding it difficult to express their ideas in a comprehensible form.

The approach to spelling in some scripts was at best phonetic: *assés, mal hallaise, célà, aubliger, par appor a, pas sur le même pied d'estal* and the ubiquitous *faire fasse à*.

The choice between *ce, se, and ceux; sa and ça (sela); ces, ses, c'est and s'est; ci and si; on and ont; donc and dont; ou and où; par and part* often appeared random. The use of *eux* instead of *elles* caused particular confusion in answers which involved gender inequality. This was further compounded by the use of *légalité* for *l'égalité* (or even *l'illégalité*) *des sexes*.

This phonetic approach frequently extended to grammar too. *Les matchs aurait était diffuser; Elles n'on pas éteaint mis en avant*. The use of the infinitive *-er* ending – or indeed anything else that sounded similar – seemed interchangeable with the past participle (*-é*) in some scripts.

Agreements of adjectives with their nouns and verbs with their subjects (and even the process of making nouns plural) again appeared largely random in many scripts.

Not uncommonly, when attempts were made to make verbs agree as plurals, it was simply by putting an *s* on the end of the singular: *elles participes, ils gagnes*. There also appeared to be a belief that feminine/plural subjects of verbs conjugated with *avoir* require feminine/plural past participles: *les femmes ont gagnées, les chaînes n'ont pas diffusées...*

Incorrect verb forms were numerous, even for common irregular verbs such as *pouvoir, vouloir, devoir, prendre, courir, (par/de)venir, (per)mettre*.

Constructions with certain verbs took their usual toll, in particular: *encourager, décourager, persuader, aider, empêcher, réussir, permettre, interdire*. Attempts at forming passives were also problematic: *les femmes ont été permises; la France a été donnée/attribuée la Coupe*.

Comparatives *plus/moins ... que* caused some problems, with *plus beaucoup* appearing not infrequently, as did *nombre* with singular nouns (e.g. *participation/argent/diffusion*).

Although most of the above inevitably focuses on weaknesses, the linguistic ability of the majority of candidates certainly enabled them to transmit the required facts and opinions effectively, whilst the strongest candidates wrote very impressive, idiomatic, fluent and commendably accurate French which was a pleasure to read.

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<p>Paper 9094/03 Essay</p>
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Key messages

In order to be successful on this paper, candidates need to read the questions carefully and take sufficient time to plan their essays before starting to write. They then need to create logical, well-illustrated answers on the actual question set, beginning with a clear introduction to the topic and ending with a conclusion that does not merely state what went before. In order to attain top marks for language they need to have a good range of complex grammatical structures and idiomatic expressions at their disposal.

General comments

Overall, candidates have produced a pleasing level of work, with few very poor scripts and, at the opposite end of the spectrum, a number of impressive pieces of writing.

The majority of candidates managed to communicate ideas on their chosen topics. Some candidates showed an excellent command of the language and produced mature answers. Candidates clearly engaged with their topics and most made a genuine effort to address the question set and construct a logical argument. There were few largely irrelevant essays. Most candidates showed a good understanding of the topics, which they were able to convey with varying degrees of success. The best scripts offered a mature response, with a wide range of pertinent points, using examples both from within their local communities and internationally. They also showed an extensive knowledge of topic-specific vocabulary.

The candidates' work was generally clearly presented although there were some examples of poor handwriting. Those who did not plan properly wrote essays that were poorly constructed and often full of alterations, making them very difficult to follow. Introductions were often too long and involved definitions and reworking of the title as well as spurious and sometimes misattributed quotations of little or no relevance. Lack of punctuation at times resulted in lengthy, convoluted phrases, where clarity suffered. There was an amount of repetition throughout some scripts and conclusions were often disappointing being merely a short reiteration of the points made previously in the essay rather than a considered judgement on them. Ideas were often presented in a muddled way with no clear prioritisation or sense of balance. It is clear that those candidates who define the terms of the question in their own mind and organise the material into some kind of order before writing will be more likely to gain the higher marks for content. Paragraphing was, at times, weak, with poor or inappropriate links and no clear development shown. Some candidates wrote their whole essay as one paragraph jumping from one idea to another. Candidates often did not have the skill required to present two sides to an argument without appearing to blatantly contradict themselves. Many candidates, however, did plan their essays carefully, defining their understanding of the question in their introduction and writing a coherent and convincing argument, arriving finally at a balanced conclusion. They used a range of structures and idioms and argued their case successfully.

The quality of language was variable, but most candidates were able to communicate their ideas. Weaker scripts, and even some good ones, showed inconsistencies in the use of basic grammar in particular the use of adjectival and subject-verb agreements, incomplete negatives, use of articles and infinitives. Many candidates also had difficulty with prepositions. Spelling errors or missed agreements were much in evidence, even in good scripts. There were also a number of scripts where candidates had made, perhaps, last minute changes, but overlooked how these impacted on the rest of the sentence, in particular on adjectival and subject-verb agreements. Most attempted to use a variety of structures and a range of vocabulary. At the top end, scripts showed an impressive command of the language, in terms of grammatical and lexical precision, as well a confident use of complex structures.

Some arguments were riddled with clichés couched in very superficial terms and simple language. Answers generally would have benefited from a wider range of clear and targeted examples.

The most common errors were as follows:

Incorrect spelling of common words: *écosystem, les loies, campaign, développement, government, environment, individue/individuel, le stresse, l'impacte, enforcir, concluire, composte, le peut de temps*

Missing out words e.g. articles and partitives in lists or enumerations, e.g.

*il y a beaucoup d' hôtels, restaurants, services et infrastructure;
ce qui s'applique à l'enfant, adolescents, jeunes adultes et parents.*

Random use of paragraph linking words such as *néanmoins, toutefois, tandis que, cependant*

Misuse of pronouns : *il faut s'en servir de ; il y en a des gens qui*

Use of *faire* instead of *rendre*

Overuse of *plusieurs*

The omission of *ne* in negative constructions

Frequent incorrect use of preposition after common verbs: *préférer de, sembler de, dépendre sur, aider de*

Anglicisms, e.g. *place* for *endroit*, *balancé* for *équilibré*, *consister de, en addition, définitivement, avertissements, individuel* for *individu, facilités, locaux, expérimenté*

Lapses of register, e.g. *ça, truc, boulot, tu* instead of *vous*

Inappropriate use of *personnes/gens* (e.g. *certains gens*)

Use of *qui* in contexts where *ce qui* was required

Using *cela* followed by a plural verb

Incorrect agreement of past participle e.g. *ils ont toujours faits*

Confusion between/misuse of : *ces/ses, les/des, bon/bien, mauvais/mal, c'est que/ceux que, ceux qui/ce qui, ou/où, a/à, mieux/meilleur, leur/leurs, près/prêt, comme/comment*

Question 1

Pour réussir dans la vie, il est essentiel d'avoir de bonnes relations avec les autres. Discutez.

This was a popular question. Most candidates agreed with the statement that good relationships are essential for a successful life. Examples were mainly drawn from contexts relating to school and/or work, family and the wider community. Often friendship groups, as well as partnerships or marriages were addressed. Occasionally the need to have a good relationship with oneself was mentioned as a way of leading a successful and fulfilled life. They spoke about the benefits of maintaining good relationships with all such as obtaining emotional support and practical help, candidates working better at school with their peers, teachers being more willing to help candidates with whom they get on well and employers being more likely to offer work or promotion. They also mentioned the personal benefits in terms of well-being and happiness. Candidates mainly referred to their own experiences and cultural or social backgrounds. A large range of very valid points were used to illustrate the importance of positive relationships from the start of life. The best essays went further and considered the need to learn to be independent in life and not rely too heavily on others, arguing that good relationships can stand in the way of achieving ambitions if others are always put first. Examples of unpopular or unlikable people who have done well for themselves and care little about what people think of them were also mentioned as well as those who had succeeded because of family wealth or status rather than establishing good relationships.

Recurrent language issues included the use of *avoir besoin de* and the use of *support* for *soutien*. *Avoir de bonnes relations* often became *avoir des bonnes relations* or *avoir une bonne relation*.

Question 2

L'éducation est le seul moyen de réduire la délinquance juvénile. Êtes-vous d'accord ?

This question elicited good responses and looked at how schools and parents can equip youngsters with the academic qualifications, but also the values, support and discipline that can protect them from wanting to commit crimes. The best candidates took a broad view of what was meant by education and discussed the importance of the family environment as well as school and academic results in enabling young people to choose the correct path in life. These candidates were able to offer up other solutions to tackling juvenile delinquency such as more severe punishments but also the need for social care to rehabilitate young criminals and avoid reoffending. Some candidates pointed out that young delinquents often have low educational achievements, have dropped out of school, or come from deprived homes. If parents' economic status was frequently seen as a key factor, some candidates pointed out that delinquency affects youngsters from all backgrounds and that peer pressure plays a key part, hence the need for parents to be vigilant and present for their children. Some candidates spoke of the negative or even brutalising effect that schools could sometimes have on vulnerable teenagers, where bullying and peer group pressure could lead to becoming involved in the world of drugs, alcohol and crime. They spoke of the need for radical changes in society to combat inequality and social injustice. These were seen as the root causes of addiction, crime and the gang culture prevalent among young people. With boredom and a lack of job prospects as further potential causes for youth crime, candidates were keen to see more leisure activities created as preventative measures to keep young people off the streets.

A recurrent language issue was the use of *facilités/aménités* for facilities and the use of *drogeurs* for drug addicts.

Question 3

Le travail – obstacle à la liberté ? Qu'en pensez-vous ?

This was a popular question. The best answers discussed the importance of work in people's lives and discussed the different ways in which it enables people to be free financially, creatively, socially and mentally. Many candidates were able to discuss the constraints put on people due to long working hours, harsh working conditions and the stresses and strains of working in a 24-hour culture. Mention was also made of impositions put on workers such as wearing a uniform, or having rules about dress, hair styles and tattoos. Some candidates made reference to modern slavery and child labour as extreme examples of workers being deprived of their freedom. Employment was most often viewed, thought, as the only way to achieve one's dreams and have status in society. Some candidates argued that work for some people, particularly artists and top sports professionals, can be a way of freeing their creativity and skill. Far from being an obstacle to freedom, work was also seen as a means to financial and intellectual freedom for women in some societies, enabling them to break free from patriarchal rules. Some answers were somewhat limited by candidates treating the question as the advantages and disadvantages of work rather than addressing the specific terms of the title. This led to the essay being in two rather contradictory parts with little link between them. These essays also tended to be quite repetitive. Most candidates concluded that work need not be an obstacle to freedom as long as a sensible work/life balanced was established.

A recurrent language issues was the use of *travaux* instead of *emplois* and confusion between *employé* and *employeur*. *Balancer* was often used instead of *équilibrer*.

Question 4

Il faut interdire toutes les armes nucléaires. Discutez.

This question was not widely chosen. The best answers focused very clearly on the undoubted dangers of nuclear weapons but also the necessity of keeping them in order to act as a deterrent to avoid future conflicts. Many candidates described in detail the bombings of Hiroshima and Nagasaki and suggested that the devastation and long-lasting impact on the environment and the local population should be a reason for a total ban. They went on to argue that tensions between countries, such as the US and North Korea, mean that the whole world could be on the brink of another disaster and that so much power should not be concentrated in the hands of a few world leaders. Some candidates were not able to differentiate between conventional and nuclear weapons, writing vaguely about the evils of war in general and often even confusing nuclear energy and nuclear weapons. There appeared to be, in many cases, quite a vague awareness of historical events and the development and deployment of nuclear weapons.

Question 5

La lutte contre la pollution doit commencer au niveau individuel. Partagez-vous ce point de vue ?

This was by far the most popular question and one which struck a chord with many candidates. Introductions included definitions of different types of pollution, key statistics and examples illustrating the increasingly alarming consequences of climate change. Often too much time was spent on describing the devastating consequences of all types of air, water and soil, as well as noise pollution, instead of discussing possible ways in which the threat might be countered. On an individual level, most candidates mentioned the 3 Rs of *réduire, réutiliser, recycler* as being the most productive ways of helping the environment. They also mentioned the use of electric or hybrid cars, use of public transport, *co-voiturage* or walking to get to work or school or to do local shopping. They felt that individuals can have a strong effect on the behaviour of others and Greta Thunberg was often quoted as an example of an individual who has raised awareness on a grand scale from simple beginnings. Overall, though, candidates felt that without government involvement, any individual action would be limited or even futile, and they called on governments to introduce stricter laws to punish industries and individuals who pollute. They felt that education, campaigns to raise awareness and policies to encourage the development of renewable energies were areas where governments should take a lead. The best responses included comments on the individual's role as a consumer in changing the ways in which the manufacturing and farming industries do business.

Recurrent language problems included misspellings of key words such *environnement, jeter, monoxyde de carbone, individu* and *renouvelable*. *Se servir de* was often incorrectly used.

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<p>Paper 9094/04 Texts</p>
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Key messages

Teachers should:

- ensure that candidates are prepared to answer questions on **three separate texts**
- consider carefully which texts to prepare with their classes: some texts might present conceptual problems that are challenging for certain candidates
- encourage candidates to consider which kind of question suit them better in **Section 1**: the passage-based (**a**) questions provide a ready-made structure for answers but the freer option (**b**) essay questions leave more room for creativity.

Teachers should train their students to:

- manage their time in the examination room, ensuring that equal weight is accorded to **three** questions.
- ensure that they do not answer two questions on the same text, remembering that 'soit... soit' means 'either... or'.
- think carefully about what the question is asking of them and plan their responses before they start to write.
- stay on track as they write their responses by referring regularly to the question.

Candidates should:

- label their answers with the question number, ensuring that the passage-based questions are correctly labelled with **(i)**, **(ii)** and **(iii)**. If passage-based questions are not properly labelled, it can look as though some parts have not been attempted.
- commence responses to the passage-based (**a**) questions in **Section 1** with a **brief** introduction, locating the extract within the text and briefly explaining what events have preceded the extract.
- ensure that answers to the option (**b**) questions in **Section 1** and all questions in **Section 2** include
 - an opening paragraph, acknowledging the question and giving a brief indication of how it is to be addressed.
 - a closing paragraph, which should summarise the points made in the essay.

General comments

The passage-based questions were capably dealt with, for the most part. The best responses were able to address the detail required by the question whilst also demonstrating good knowledge of the text. A few candidates still attempt to answer these questions by quoting extensive parts of the extract text, but then fail to explain what their quotations illustrate. If (lengthy) quotations are to be used, it is imperative that candidates explain their relevance.

The essay questions were generally well structured, and it is pleasing to see that most candidates now start their essay with a relevant introduction and end with a summarising conclusion. However, there were still instances of irrelevant storytelling and answers that wandered off the point. Candidates do need to try to remain focused on their answer by referring to the question title at regular intervals as they compose their response. Candidates should not waste time at the start of their essay by describing the background to the work, the author's life and literary output. It is not necessary to begin the response by writing out the question.

If a premise is provided in the question, candidates must not be afraid to disagree with it. Far more important is that the candidate should give an opinion and that this opinion should be validated with relevant evidence from the text.

Comments on specific questions

Section 1

Question 1 – Beaumarchais: *Le Barbier de Séville*

A very high percentage of candidates addressed the Beaumarchais text, with a clear majority opting for **Question (a)**.

- (a) The question was generally very well answered.
- (i) The relationship between Figaro and Count Almaviva is rather complex. There remains a degree of respect on the part of Figaro towards his former master, but there is also a hint of insolence: Figaro is quite prepared to mock Almaviva. However, the two are clearly well-disposed towards each other and treat each other as equals. Figaro freely offers his support to the Count in his quest for Rosine's hand, but he is motivated as much by financial gain as by friendship. What is clear is that, despite his status, the Count is more than prepared to take the back seat and be directed by his former valet.
- (ii) Some candidates went a little too far in interpreting 'le reste' and described at some length Figaro's intrigues throughout the play. At this early meeting, Figaro undertakes to do whatever is necessary to facilitate the Count's initial access to Rosine. This will include disabling Bartholo's servants, singing Lindor's praises to Rosine and giving Bartholo so much to think about that he will not have time to suspect the drunken cavalier.
- (iii) Although some candidates misunderstood the meaning of 'doué pour l'intrigue' and lapsed into storytelling, there were some well-constructed responses to **part (iii)**. Some saw the Count as a capable actor, quoting his ability to dupe Bartholo, initially through his role as an inebriated cavalier and subsequently as Alonzo, the pupil of don Bazile. Others were less convinced, citing the Count's initial inability to grasp Figaro's plan and his ultimate failure to obtain his primary objective – that of securing accommodation in Bartholo's home. The best responses saw both sides of the argument.
- (b) Responses to the essay question were generally less successful. Many candidates identified and described in considerable detail two scenes that they had appreciated but neglected to specify the elements of comedy that had attracted them. Where comic elements were referred to, most candidates limited themselves to citing instances of Bartholo's naivety and stupidity. Only a handful of responses addressed in any detail the full range of comic effects employed by the author. Some candidates ignored the second part of the question, thus failing to describe the impact that their chosen scenes had on the dramatic action of the play.

Question 2 – Gustave Flaubert: *Madame Bovary*

Questions on the Flaubert were the third most popular one in this section, with **Question 2(b)** being chosen twice as much as **2(a)**.

- (a) (i) Most candidates did well to recall a lot of relevant detail about Charles' first wife, Héroïse, whose appearance in the novel is admittedly rather brief. She is a widow, significantly older than Charles and was chosen by Charles' mother because she was understood to be endowed with an attractive annual income. Physically, she is not amongst the most attractive of women and is variously described as being gaunt, spotty and having cold feet in bed. She rules the roost at home, dictating what Charles may say or do, and she is jealous and suspicious of her husband, eavesdropping on his consultations with female patients. To cap it all, she is something of a hypochondriac and uses her feigned illness as a means of capturing Charles' attention.
- (ii) **Part (ii)** was less successfully answered and many candidates felt that the description of nature in the extract reflected the idyllic beauty of the countryside surrounding Charles' home. Flaubert describes the countryside as being flat, monotone and dull, with few distinguishing features. To that extent it echoes Charles' somnolent state (he has just been raised from his bed to attend to farmer Rouault). Moreover, the countryside reflects Charles' rather plodding, uninspiring character and may be seen as an omen of future misfortune in his life.

- (iii) 'La demoiselle' is, of course, Emma, daughter of farmer Rouault. Charles is taken aback by her beauty and admires the whiteness of her nails and the loveliness of her eyes. He betrays his feelings when he blushes with embarrassment as he brushes up against Emma during the search for his riding crop. He is so enamoured with the young lady that he returns to the Rouault household the very next day, and at regular intervals thereafter, on the pretext of tending to his patient. Unfortunately, some candidates failed to read the question carefully and chose to focus on Emma's reaction to Charles, rather than vice versa.
- (b) The essential element that responses to **Question 2(b)** needed to address was the complete transformation of Léon during his two years' absence in Paris and the consequences that this was to have for Emma. Most candidates successfully described the bored, rather shy young clerk who meets Emma as she arrives in Yonville with her husband. Léon shares her interests, particularly the love of literature, and is seen by Emma as a kindred romantic spirit. Léon's failure to reveal his growing feelings for Emma stems from his timidity, rather than (as often suggested by candidates) from his moral opposition to extra-marital relationships. Nevertheless, the early relationship fails to develop beyond the platonic and it is not until he leaves to pursue his studies in Paris that Emma realises the depth of her affection for Léon. Some candidates failed to stress that the Léon whom Charles and Emma meet when attending the opera in Rouen two years later is a very different man. He is more mature and worldly-wise, and he now expects, and gets, much more than an innocent flirtation. However, both soon tire of their physical relationship and Léon's failure to alleviate Emma's financial problems contributes directly to her decision to take her own life.

Question 3 – André Gide: *La Porte étroite*

This was the second most popular text in this section, with a clear majority opting for **3(b)**.

- (a) Key to **Question 3(a)** was an understanding that Alissa knows that she is dying, whereas Jérôme does not.
- (i) Jérôme has returned unexpectedly to Fongueusemare to find a pale and sickly-looking Alissa. Though he does not realise it, Alissa is dying. Alissa knows, however, and it is for this reason that she wants to return Jérôme's precious gift to him: it represents both a final rejection of Jérôme's love and a 'memento mori'. Most candidates identified the ending of the relationship: fewer mentioned Alissa's impending demise.
- (ii) **Part ii** was answered comprehensively, if not always subtly. Jérôme has not quite given up hope that Alissa will return his affection and, unaware that she is dying, he completely fails to understand why she wants to give his gift back to him. He cannot grasp why Alissa is talking about 'her name' being given to a child of his and he misses the significance of her words 'en souvenir de moi'.
- (iii) Alissa remains insensitive to Jérôme's pleas. They take what turns out to be their final farewell and Alissa (symbolically, perhaps) bolts the door on him. Outside, Jérôme bursts into tears. Concerned for Alissa's wellbeing, Jérôme writes to her sister and learns from Juliette's reply that Alissa is dead, having checked into a sanatorium in Paris shortly after Jérôme's last visit. It is only upon reading Alissa's journal, left to him in her will, that Jérôme finally comes to understand the torment that Alissa had been suffering, compelled by her faith to deny her love for him.
- (b) **Question 3(b)** was very well and rather sensitively answered by most candidates, perhaps understandably, given that the theme of virtue lies at the heart of the novel. Formed by her strict protestant upbringing and in reaction to her mother's infidelity, Alissa devotes herself to a life of virtue and self-abnegation which does not admit of earthly happiness or physical love. Indeed, the pursuit of virtue becomes an end in itself and the denial of Jérôme is the means (the 'hair shirt') by which she pursues her religious asceticism. She thus lives a tormented and unfulfilled life in which she is unable to give in to her strong affection for Jérôme because of her greater devotion to God. Alissa's inner conflict is only revealed to Jérôme after her death when he reads her journal.

Question 4 – Eugène Ionesco: *La Cantatrice chauve*

Few candidates chose to address **Question 4**, with the majority attempting **4(a)**.

- (a) (i) Most candidates struggled to analyse the impact of the stage directions. The flat monotone in which the actors are instructed to deliver their lines renders the extraordinary revelations of the Martins rather banal and the lack of nuance in their voices makes redundant the repeated exclamation “Comme c’est curieux!” The monotonal delivery produces an eerie, dreamlike feel (as though the Martins are sleepwalking), which adds to the absurdity of the scene.
- (ii) The surprising elements of the dialogue were well summarised, although some candidates thought it astonishing that it had taken the Martins five weeks to get from Manchester to the Smiths’ residence, or that (as if to highlight the lack of any real surprise in the conversation) the Martins immediately fall asleep on discovering that they are in reality married to each other.
- (iii) **Part (iii)** was also well answered. The scene’s absurdity is, of course, typical of the rest of the play and most candidates went on to give other examples. The strongest responses also attempted to explain what the author might have been attempting to demonstrate through his use of the absurd.
- (b) A number of responses to **Question (b)** were somewhat feeble. Most candidates rightly identified that Mary is by no means a typical maid: she does not know her place in a middle-class household; she is rude and answers back when talking to her employers; she chastises her employers’ guests; she interrupts a social gathering to which she is not invited and shows inappropriate affection in public towards the Fire Chief. However, in many ways she is very typical of the stock theatrical maid (comparable to Molière’s Antoinette or Dorine): she is spirited, independent and pushy, she is more intelligent and has far more personality than her employers and, like every stock theatrical maid, she brings humour to the play.

Section 2

Question 5 – Marie-Claire Blais: *Une Saison dans la vie d’Emmanuel*

Only a relatively small proportion of candidates attempted Question 5, with numbers equally split between **5(a)** and **5(b)**.

- (a) This was a very good question for the candidate who had studied the text closely and could recall relevant facts. Le Septième is the black sheep of the family. He returns home from the fields stinking of alcohol and retires to the cellar, where he and his brother Jean Le Maigre smoke cigarette butts and play cards. He sets fire to the school and recounts with glee the story of the little hunchbacked girl that he and his brother tormented. Grand-mère despairs of his bad influence on Jean Le Maigre and urges father to beat him without mercy. But Le Septième also has a more sensitive, vulnerable side which few candidates thought to mention. He acts as Jean le Maigre’s confidant, protecting him from bullying in the orphanage and worrying how his brother will cope without him in the novitiate. He greatly admires, and contributes to, Jean Le Maigre’s poetry and saves his brother’s writings from destruction by their father. And of course, in spite of his swaggering attitude, it is Le Septième who is brutally attacked and almost murdered by frère Théodule.
- (b) This proved to be a challenging question. Most candidates extended their answers to cover Jean Le Maigre’s writings in general and attempted, with varying degrees of success, to show how these were important for the boy as he struggled with his illness and the harshness of his daily existence. However, many responses lapsed into storytelling. Few candidates examined the importance of poetry for the work as a whole.

Question 6 – Jean-Marie Gustave le Clézio: *Le Chercheur d'or*

Question 6 was, once again, reasonably popular, with slightly more candidates attempting **6(a)** than **6(b)**.

- (a) There were some comprehensive responses which covered each of the ethnic groups represented within the novel and dealt competently with the issue of racist attitudes amongst the white population. Most candidates rightly pointed out that Alexis (perhaps representing the views of the author) was oblivious to such attitudes and delighted in his friendship with Denis and his relationship with Ouma in complete disregard of the bigoted views of his sister, Laure, and his cousin, Ferdinand. However, it was clear that “groupes ethniques” was not universally understood. Some candidates chose to dwell upon differences in prosperity or social class, focusing in particular on comparisons between Alexis’ father and Uncle Ludovic. Unfortunately, there was a considerable amount of mere storytelling.
- (b) **Question (b)** was answered less successfully, perhaps because candidates found it difficult to recall specific details of Alexis’ experiences in the trenches. A relevant answer required detailed knowledge of the text. Few students had concentrated on this part of the novel and responses were often disappointing, with immediate digression into narrative and the post-war episodes. Amongst those who attempted to deal with the war, Odilon was quoted, together with general comments on the horrors of war, although many responses remained rather unspecific. Most candidates felt that Alexis was fundamentally transformed by the war, even though they went on to describe how ready he was to resume the search for lost treasure almost immediately after his discharge.

Question 7 – François Mauriac: *Le Désert de l'amour*

This is a very popular text and **Question 7** was attempted by a large proportion of the candidates. Most opted for **7(a)**.

- (a) Many candidates succeeded in producing a robust and convincing response to this question. A lot of responses were well developed and gave competent analyses of the significance of Mauriac’s title.
- (b) There were many similarities between the themes of **Question 7(a)** and **Question 7(b)**. Indeed, it was often difficult to distinguish which question the candidate was addressing. However, the key instruction in the question was ‘Évaluez **sa** vie de famille’ and the better responses focused more clearly on how Raymond’s character, and his relationships with women in particular, had been impaired by the lack of affection that he experienced as a child and the strained relationships that existed between the members of his family.

Question 8 – Irène Némirovsky: *Tempête en juin* (from *Suite Française*)

Question 8 was attempted by a minority of candidates, almost all of whom opted to address **8(b)**.

- (a) The question was attempted by very few candidates and it seems that the structure of Némirovsky’s novel had not been widely studied. Most candidates were content with summarizing the story, mentioning the various characters as they appeared.
- (b) This question was competently dealt with, although some candidates focused a little too closely on the tangible losses suffered by each social class, thus failing to give adequate weight to the psychological reactions and the varying responses of rich and poor in the face of grave danger.

FRENCH

<p>Paper 9094/05 Listening</p>

Key messages

- Write focused and concise responses which answer the question directly without adding much extra detail or alternatives. Be guided by the space available as to the length of response required.
- Where a full response is necessary, take care to include a subject if required and a verb in an appropriate tense, usually not the infinitive. Using note form throughout is not recommended and will lead to loss of marks.
- Responses in the gap-filling question (**Question 6**) should be grammatically accurate and spelled correctly. Pay careful attention to the endings, checking for correct agreements according to the context.
- Remember that 10 of the 50 marks for this paper are awarded for quality of language. Poor quality language can lead to loss of marks for comprehension as well as for quality of language.
- Check all responses carefully for accurate tenses, endings, agreements and spellings. Indications as to correct genders, agreements, verb endings and spellings can often be found in the questions.
- Write clearly, including any accents. Make intended deletions clear. Do not write in pencil and then write over previous drafts of an answer. Avoid fountain pen which may soak through the paper.
- Write any notes and do any rough work in the spaces provided for notes or on the blank pages, not in or around the answer spaces.

General comments

Many candidates scored highly on this paper. In **Section 1** a good number of candidates scored at least 7 marks out of 10.

For the *Premier entretien* in **Section 2**, candidates responded very well to **Questions 11, 14 and 15**. **Questions 17 and 18** proved particularly demanding and **Questions 8 and 12** also proved challenging. The remaining questions, **Questions 7, 9, 10, 13, 16 and 19**, were well answered by a good proportion of the candidates.

For the *Deuxième entretien*, many of the questions were answered well, in particular **Questions 22, 26, 27(ii) and 29**. **Questions 23, 27(i) and 28** proved the most challenging for candidates and **Questions 21, 25 and 30** were also found demanding. The remaining questions, **Questions 20, 24, 31 and 32** were generally well answered by most candidates.

Comments on specific questions

Section 1

Premier extrait: Questions 1–5

Candidates performed very well on this section. All candidates ticked **Questions 1 and 2** correctly. **Question 4** was answered incorrectly most frequently, followed by **Questions 3 and 5**.

Deuxième extrait: Question 6

Candidates generally performed well on this gap-filling exercise, where grammatical accuracy and correct spellings are required. In the first gap most candidates rendered (*forte*) *tempête* correctly. The second gap proved the most challenging, with many candidates providing an incorrect ending to *approchés*. Similarly in the third gap, where *emporté* or *fait tomber* were both considered correct answers, many candidates provided incorrect endings. The fourth gap was also challenging, with many candidates omitting the reflexive

pronoun in *se précipiter/jeter/ruer*. *Sauter* or *plonger* were also considered acceptable answers here. The final gap was correctly answered as an infinitive *sauver* or *ramener* by most candidates.

Section 2

Premier entretien: Questions 7–19

Question 7

Most candidates were able to state that Christelle was going to compete in her first Olympic and/or Paralympic Games. Very few however rendered the adjectives in the plural. Many candidates wrote *cycliste* for *cyclisme*.

Question 8

This proved a challenging question. Many candidates understood that Christelle wanted to be like her brothers but did not provide the detail required, e.g. that there were two brothers and/or that they were older than she was.

Question 9

Candidates were required to state that Christelle had had a bicycle accident at the age of 20 and/or that she had injured her leg and/or foot. Some omitted the reference to the bicycle in *accident à vélo* and some implied that she had caused the accident. A few candidates referred to plural legs and/or feet. Past participle endings were often incorrect and *jambe* was frequently misspelled as *jambre*. Some candidates answered incorrectly in terms of the *compétitions regionales* rather than the accident and/or injuries.

Question 10

Most candidates were able to state that the doctors had misdiagnosed her condition and/or had not understood the severity of her injuries. They failed to gain the mark if they referred to a singular injury. Some omitted a verb before *mauvais diagnostic* and many rendered *diagnostic* as *diagnostique*.

Question 11

This question was mostly answered correctly in the past tense as required and *souffrait* was usually rendered correctly, although there were some instances of misspelling and/or a wrong ending.

Question 12

This proved to be a challenging question about Christelle's positive reaction after the operation to amputate her leg. Candidates were required to state that Christelle could start to live again after her operation. Some however responded in terms of her physical recuperation or walking without crutches or being free from pain and did not gain the mark.

Question 13

Most candidates were able to state that Christelle was able to ride her bicycle again thanks to a prosthesis or artificial leg which could be attached to her bicycle pedal. Many had problems however with the correct spelling of *prothèse* (often rendered as *protège*) and/or *jambe* (*jambre* again) and with the gender of *pédale* if included.

Question 14

A range of possible answers was accepted to this two-part question asking why Christelle had written to her doctors. Most candidates were able to score two marks. There was some good use of negative structures and subjunctives. Some candidates implied that Christelle wanted to understand the doctors' errors – *pour comprendre leurs erreurs* – rather than wanting the doctors to understand them and did not therefore get the mark. *Leurs erreurs* was not always rendered with the correct endings and agreement. Overall this was a well answered question however.

Question 15

This proved to be a very well answered question, with most candidates able to state that Christelle was happy and/or enjoying her new life to the full. Some candidates did not appear to know that the verb is *profiter de* and many rendered *dont* as *donc* if included. Some explained Christelle's three life stages and failed to gain the mark.

Question 16

Most candidates were able to respond well to this question, explaining the role of the bicycle in Christelle's current life. Some confused *établissement* and *rétablissement* and many spelled *corps* incorrectly, without the *p* and/or the *s*. A few referred to the bicycle being the cause of her accident, which, while true, was not relevant to her current life.

Question 17

Many candidates failed to gain the mark for this question because they did not answer it fully enough. They correctly stated that she had not been competitive and/or motivated enough before her accident but did not mention training. *Assez* and/or *entraînement* were sometimes misspelled when included.

Question 18

This question was misunderstood by the many candidates. Instead of giving an explanation for her being selected for the Paralympic Games (her intensive training / reaching the Olympic level) they wrote about the opportunities offered by her selection, such as travel and meeting people. Candidates who did refer to her 25 hours of weekly training sometimes omitted *par semaine* and therefore could not get the mark.

Question 19

Most candidates appeared to have understood what demonstrated that Christelle was considered a star in her home village. However subject – verb agreement after *les gens* or *tout le monde* was often poor and the adjective *fiers* was frequently misspelled.

Deuxième entretien: Questions 20–32

Question 20

Most candidates responded correctly to this question, saying that Thomas had been in space for the past six months. *Spatiale* was frequently misspelled as *spaciale* or *espaciale* and the final *e* was often missing from *spatiale* and/or *internationale*.

Question 21

This question proved challenging, with candidates offering a wide range of detail rather than concentrating on the beauty of the Earth. Endings and agreements were frequently incorrect and *déserts*, if included, was often rendered as *desserts*.

Question 22

Most candidates understood what weightlessness allowed the astronauts to do, i.e. to carry out experiments that they could not do on Earth. The plural ending on *impossibles* was usually missing.

Question 23

Candidates found this question challenging, since it required a certain amount of detail: better understanding and degenerative diseases. Nevertheless the majority were able to render *dégénérative* correctly. Adjectival agreement of *meilleure* and *dégénératives* was frequently incorrect however.

Question 24

Most candidates were able to state that the astronauts also had to deal with the maintenance of the space station, although some mistakenly referred to improving life on Earth or sport. *L'entretien* was sometimes rendered as *l'entretient*.

Question 25

This question proved challenging for many candidates who did not fully understand why sport was obligatory in space and failed to make explicit the connection between exercise and the effects of weightlessness on the body's muscles. *Diminuer* was often conjugated incorrectly and *peser* and *flotter* spelled and/or conjugated wrongly. Some wrote that the candidates needed to exercise in order to lose weight and to float better.

Question 26

A wide range of answers was accepted to this question which was very well answered. The majority of candidates stated that Thomas enjoyed taking photographs and/or admiring the views from the space station. *Hublots* was frequently misunderstood and/or misspelled.

Question 27

- (i) Some candidates found this question challenging as it required a certain amount of detail and a variety of vocabulary. *Sac de couchage* was not well known and many candidates wrote *mur* as *mûr(s)* or *mûre(s)*. The verb *accrocher* proved challenging for some candidates.
- (ii) Candidates answered this question well on the whole, although *flotter* and/or *heurter* were frequently misspelled. *Quoi que ce soit* also proved challenging if candidates attempted to render the phrase. A significant proportion of candidates appeared to think that *heurter* mean to hurt rather than to bump into and many created a reflexive verb *se heurter*.

Question 28

This proved to be the most challenging question in this section since it required some complex explanation and a couple of unfamiliar vocabulary items. Some candidates appeared to have understood the problem caused by taking a shower but could not explain it clearly enough. *Bulle (d'eau)* was frequently misspelled, as were both elements of *court-circuit*. The infinitive *créer* was often rendered incorrectly.

Question 29

This question was very well answered, with most candidates understanding that Thomas was reproached for spending too much time on social media such as Facebook and Twitter.

Question 30

This question proved more challenging than most in this section. Two responses were required: one about explaining his research and the other about sharing his experience of and/or passion for space. Some candidates failed to score one or both of the marks because they did not include enough detail. Many struggled with the grammatical constructions required and the phrase *tous ceux qui aiment l'espace* proved challenging for many when included.

Question 31

Most candidates were able to explain why Thomas did not leave for space immediately after his selection. However the spelling of *entraînement* caused problems again here and the past participle *dû*, when used, usually lacked the circumflex accent.

Question 32

This final question was answered well by most candidates, who understood why Thomas had had to leave the space station, i.e. to replace an electrical system. References to walking in space or realising a dream were accepted as additional information.

Quality of Language

Most candidates scored at least 3 for Quality of Language for both sections, with many scoring 4 in one or both sections. Not many candidates scored 5 in either section however. Very few candidates scored only 2 or 1 mark for Quality of Language in one or both sections. While some candidates wrote largely accurate

French, many made basic grammatical errors including in the use of tenses, the formation of past participles, in genders and in agreements of verbs, nouns, pronouns and adjectives. Some tended to use the infinitive rather than finite forms of the verb where these would have been more appropriate in their answers, or omitted a verb altogether from their response. Spelling was inconsistent and far from accurate in many cases, with some basic vocabulary being misspelled. All candidates should remember to check their work carefully for basic accuracy, e.g. verb tenses to match the questions, verb endings, adjectival agreements, including in preceding direct objects and genders. Candidates should note that correct versions can often be found in the wording of the questions.

FRENCH

<p>Paper 9094/06 Transfer of Meaning</p>
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Key messages

The examination as a whole requires candidates to concentrate on attention to detail. This holds for both understanding and rendering of the English original text, and for the use of written French. In all sections it is recommended that candidates use vocabulary and structures linked as closely as possible to the original. In **section 1** judicious use of paraphrase and circumlocution are acceptable. In **section 2** the requirement is to translate accurately, which implies a high level of precision in the language used.

General comments on specific questions

Question 1 is where detail in rendering the complete idea from the English text is of primary importance. Candidates would be well advised to highlight the point in the text and to ensure that all the elements in that phrase are included in their answer. The most successful responses show this level of detail, usually expressed in a succinct manner. While it is not necessary to write a separate sentence for each item, this would seem to be a sensible approach, given that individual points are normally to be found in individual sentences in the original. This approach allows a simple check to be made to ensure all aspects of the original have been included.

Question 2 allows a greater level of freedom in the response and encourages candidates to show their ability to write fluently and their range of language knowledge. Close attention to detail is still required when establishing the interesting point that the candidate chooses to respond to. Once this has been communicated, the personal response is entirely at the candidate's discretion. It should nevertheless be borne in mind that the question is designed to elicit three discrete opinions. The best answers are planned mini essays, which set out to avoid unnecessary repetition, both of language and structure. It is equally important to avoid reliance on views and ideas expressed elsewhere in the text.

Question 3 requires a comprehensive rendition of the English original. The translation aims to test the candidate's knowledge of specific grammatical structures and range of vocabulary in written French. Candidates need to be aware that common usages in spoken French may not be credited in written French and should therefore be prepared to reconsider and steer clear of these usages. An example of this would be the requirement in written French to include the initial 'ne' in the formation of the negative. Candidates should also beware of selecting incorrect spellings for words which have the same sound. These include, but are not limited to, the endings on –er verbs, and the accents on à/a and où/ou. Concentration on ensuring that these selections are correctly made could have a significantly positive impact on some candidates' scores.

Comments on specific questions

Section 1

Question 1

This question produced a wide range of marks. Where there was evidence of a close reading of the passage and time taken to identify the salient points, candidates were able to score full marks. At the other end of the scale were examples of insufficient care being taken to ensure that all necessary details had been included, or that sufficient points had been attempted. A few items of vocabulary appeared to be unknown to some. This should not have been a barrier to gaining full marks. Each section requires the communication of three of the five or six points contained in the paragraph. Where a vocabulary item is unknown, candidates should therefore be encouraged to look again at the text in order to identify a point which can be rendered fully. If

this is found to be impossible, the mark scheme allows for paraphrasing of more difficult items. It should be noted that the simple inclusion of the English word in the answer will almost always result in a mark not being awarded.

The majority of candidates had few problems understanding the text for **Question 1**. It was, however, evident at times that some candidates were not considering carefully enough who was being referred to in some sections, which led to some contradictory responses. Most of the English vocabulary was comfortably within the range of the majority, although there were sometimes issues with selecting an appropriate French term to convey the idea.

Marks were also lost at times, when essential detail was omitted. Candidates are reminded to systematically check that the entire message is rendered, as failure to do so does not fulfil the premise of clarifying the article.

Candidates are further reminded that no marks will be awarded for reformulating the question as part of the answer. This not only risks interfering with communication, but takes up valuable time, which is likely to be better used on other parts of the paper.

- (a) The government's concern with the stagnation of the employment rate was rarely attempted, and even more rarely rendered successfully. Most seemed to think that the text implied that the rate was increasing, rather than remaining constant. Almost all candidates coped well with the idea of the erosion in workers' rights, although a few thought that the rights were improving, or being removed altogether. The French for trade unions was not generally well-known: the mark scheme allowed for paraphrases of this, such as 'organisations protecting workers' rights'.
- (b) The most successfully rendered ideas were the reduction in unpaid overtime (where many approximations for 'overtime' were accepted) and the promised improvement in workers' lives. The idea of 'balance' caused problems for some candidates as they did not recognise the need to use '*équilibre*' to put across the idea in French. For the other ideas in the paragraph, it was important to include such details as 'in excess of 50 people' and 'decide the times'. The lack of these details led to an inadequate representation of the intention of the article.
- (c) The major issue encountered in this paragraph was that many of the points required a separation of types of people and the inclusion of detail relating to their condition. As well as work completed 'outside' normal hours, it was important to note that, for those with children, there was a need for flexibility in when to deal with communications. For Pierre Dumarchais, a single parent, the ability to work in the evening was essential. The final two points required the interpretation of 'commuting', which many candidates appeared to confuse with 'communicating', and 'sensible', which was sometimes mistranslated as '*sensible*'.
- (d) Again, a lack of detail and precision were the main reasons for loss of marks. The first point required the inclusion of 'on average', although 'about' was also accepted. Responses, which were not accepted, included 'at least' and 'more than'. Similarly, for the second point, 'half of that time' was considered to be an essential element. The ideas of 'other' necessary tasks needing to be completed outside normal working hours and of company's saving money, were often successfully communicated. Many candidates made some effort to include the idea that the hoped-for result may not happen. Often this was only partially communicated as it was subsumed into the final idea of the paragraph.

Candidates were largely able to gain 3 or 4 marks for quality of language. Phonetic spellings, especially of verbs, were the biggest stumbling block. Candidates would benefit from greater concentration on ensuring that subject-verb agreements are made and that infinitive endings are not confused with those used for the perfect tense. They should also be encouraged to check carefully for feminine and plural agreements on adjectives and verbs with preceding direct objects.

Question 2

This question required candidates to comment on workplace reform. The majority were able to provide thoughtful responses, suggesting how they see the world of work affecting their life and the life of others. The best answers either compared what is happening in France to the conditions they saw in their own country or commented on the world of work as a global issue, where lessons can be learned from the events in France. There was a strong feeling that workplace reform could have both positive and negative impacts. Candidates should be aware that communicating the point they intend to comment upon carries equal weight to the

comment. Those who concentrated on the reaction at the expense of explicitly referencing the idea, or vice versa, will have lost some marks. Quality of language, and fluency and range marks outweigh the response marks in this question. The freedom to select vocabulary and structures should enable candidates to show their proficiency in the language, and many candidates took the opportunity to do so.

The passage appeared to be accessible to candidates, although there were examples of candidates not fully appreciating the intention of the ideas. These, at times, reduced the available mark for reference to the text, but the personal response to these partially understood ideas were accepted as legitimate responses. Once again candidates were divided in their approach, some listing all the ideas first followed by comments, some citing individual ideas and immediately commenting on them. Both approaches appeared to work equally well, and many thoughtful and well-communicated responses were seen.

The reference to the text relies on a close reading of the text. For example, the 35-hour week and long lunch breaks are mentioned in the context of the views of the UK and America. The text refers to 'an impression' of a rather lazy and carefree lifestyle, and productivity rates which are compared to other 'industrialised' nations. As before, the omission of such details distorts the intention of the passage. The intention of the final sentence is that travel costs, maternity payments and holiday vouchers are seen together as 'other working advantages' rather than as individual items.

The best responses had useful suggestions to make as to how either their own country or other countries should react to the working conditions in France. Most had thoughts on how a 35-hour week and long lunch breaks can benefit family life and general well-being. Praise for the productivity rates was almost universal, and this was often linked to the perceived benefits that French workers enjoy. Much was also made of the levels of stress, which candidates felt was an important consideration for company bosses. Weaker answers tended to rely on a simple comment, expressing agreement or support for the practices, without giving an explanation for this. In a few cases it was clear that candidates had not appreciated that a personal response was required to fulfil the task and had simply communicated the ideas from the text.

Marks of 6 and above for response to the text were not uncommon. The majority of responses contained elements of close reference to the text and, frequently, a range of personal points of view. Those who scored fewer than 6 marks tended either to give incomplete references to the text, or to concentrate solely on the reference or the personal response at the expense of the other element.

Accuracy marks were similar to those from **Question 1**. The comments made there would apply equally here. In terms of fluency and range, most candidates took the opportunity to use a wide range of sentence patterns and communicate coherently in fluent French. A few candidates began every point using the same introductory expression, for example saying which of their points they are making. This has a tendency to become repetitive. Candidates are advised to consider varying these introductions so as to widen the range of language structures and demonstrate their capacity to communicate articulately and maintain interest for the reader.

Centres appear to be preparing candidates well for this question, as there were few examples of overlong pieces. Candidates are reminded that anything written beyond the 140 word limit will not be assessed. This tends to occur when reference to the text is not sufficiently succinct and can result in some valid personal responses, written after the limit, not being taken into account.

Section 2

Question 3

This question carries 50 per cent of the marks on this paper. It needs, therefore, to be treated with great care. It tests the candidates' knowledge of grammatical structure and vocabulary. The capacity to select tense and verb endings appropriately, combined with a thorough knowledge of prepositional usage, gender and agreement are paramount for success on this task. Candidates need to allow sufficient time to consider these aspects, and to check that they have not made any errors. Each phrase of the text must be completely accurate in order to score a mark for that phrase. This means that consideration needs to be given to every word, and candidates need to beware of making mistakes with vocabulary and structure, which appear simple. Marks are often lost because of a lack of care with accents, genders, plurals and verb endings. Candidates are advised to consider their own strengths and weaknesses in these areas and to check systematically in order to eliminate avoidable inaccuracies.

Many very good translations were seen, which remained faithful to the text, while ensuring that errors were kept to a minimum. Many of these had been well planned and thought had been given to accurate choice of vocabulary and consideration of appropriate tense usage.

Disparity between **section 1** and **section 2** continues to be an issue. Candidates should be aware that the two sections carry equal marks and need to be given equal thought and care. Some, who proved that they could write accurately for **section 1** failed to match this in **section 2**. Some very accurate translations followed lower quality responses to **section 1**.

A few vocabulary items were evidently unfamiliar to some candidates. These included some concerned with railways, although many of these are used in other contexts. 'Relations', 'attend' and 'waving' were often incorrectly translated. In a text such as this, words that may be acceptable in spoken French will not always match the register needed for written French. This was especially true here for 'visit', which required '*rendre visite à*' and for 'at last'.

Centres would be well advised to concentrate on verbs, tenses and verbal structures. Expressions such as 'felt the earth tremble', from which he wanted to escape', 'he remembered ...one occasion' and 'of which he was dreaming' caused problems both in tense and structure. In many cases there was confusion over when to use a descriptive and when a narrative tense. The selection of narrative tense should be made according to which is better known by the candidate. There was evidence that some forms of the chosen tense, especially irregular formations, are not always securely known.

Recognition of when pluperfect tense is needed, and the correct use of the auxiliary verb, both continue to be an issue.

The formation of adverbs and adjectival agreements is further aspect to which candidates need to pay more attention. '*Précisément*' and '*spécialement*' caused problems, while agreements were frequently missing with '*3 heures*', '*expérience*' and '*décoration*'.

Phonetic representations of vocabulary contributed to a number of unsuccessful renderings. While this is especially serious in the use of *-er* verbs, it also creates confusion in other aspects. Misspellings of '*sourire*', '*plaisant*', '*plus tard*', '*couleur*', '*quelque chose*', '*coeur*' and '*moins*' were notable here.

Close attention to the text is needed to ensure the use of the correct translation of certain vocabulary. 'This train', 'the city', 'the country', 'his compartment', 'the decoration', all require the appropriate article. Care should be taken not to include extra words in phrases such as 'far from' or to omit essential ones, such as 'and especially first class' and 'set off along'.

Finally, it is worth reiterating the importance of legibility of handwriting. Examiners are only able to reward what they can read clearly. On **Question 3** Examiners can only award marks where they are sure that the segment is correct. If there is any doubt, the candidate may not get the credit they perhaps would otherwise merit.