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FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

AFRIKAANS LANGUAGE

GCE Advanced Subsidiary Level

Paper 8679/01

Speaking

General comments

Topic

The candidates were well prepared and presented interesting ideas and opinions. Most topics were presented clearly and were well organised.

Pronunciation

Pronunciation was, overall, of a very high standard. Most candidates spoke clearly with good intonation and lively expression.

Language

The candidates used a wide range of vocabulary, spoke fluently and made good use of idiomatic expressions.

Topic and General Conversation

A number of candidates could speak fluently on their topic and responded to any question asked. Other candidates had a few difficulties in expressing their ideas, sometimes losing track of the conversation, but nevertheless, they handled the oral exam with maturity and confidence and could answer the questions. Only a very small number of candidates experienced severe limitations, responding in simple sentences and translated the words literally from English and lost track.

Paper 8679/02

Reading and Writing

General comments

The examination proved to be well within the capability and understanding of the candidates, and they answered most questions well. It was evident that they had devoted sufficient time to reading the questions.

Comments on specific questions

Question 1

Overall, candidates obtained good marks in this question.

Question 2

Candidates obtained good marks in this question, however, they often found it difficult to alter the word order correctly on (e).

Question 3

(a) Some candidates failed to mention the fact that Kithwe's team discussed fifteen ideas at once.

- (b) Candidates obtained good marks in this question.
- (c) Here, a number of candidates failed to mention Kithwe's achievement in Japan.
- (e) All candidates answered this question.

Question 4

- (a) Candidates obtained good marks.
- (b) Overall, a number of candidates needed to have provided more detail than they did.
- (c) In order to obtain the marks, candidates needed to show good appreciation of the text.
- (d) Most candidates had trouble finding the right wording for their answer.
- (e) The response to this question was good.

Question 5

- (a) Candidates showed a good response to the issues raised in this comprehension exercise.
- (b) Candidates needed to refer more to individuals in order to produce contrasts and comparisons, rather than a general discussion.

Paper 8679/03

Essay

General comments

Most candidates displayed good writing skills, using a wide range of vocabulary and syntactic structures. In a few cases candidates struggled to express themselves.

Comments on specific questions

Question 1

No candidates answered this question.

Question 2

One candidate answered this question and used descriptive and imaginative language to discuss the topic. The candidate could express a personal point of view as well as develop the argument. This topic inspired an imaginative essay and the candidate used accurate, extensive vocabulary and relevant arguments.

Question 3

A large number of candidates attempted this topic and some explored the title in depth and argued coherently to prove their point. They could all draw conclusions and illustrate their arguments.

Question 4

No candidates answered this question.

Question 5

One candidate wrote an inspiring essay on this topic, showing flair and imagination. In addition, the candidate produced stimulating work and used complex sentences with a high degree of confidence.

Question 6

Only one candidate answered this question but tended to concentrate on a single issue, presenting a limited range of ideas, which, in turn, restricted the candidate's capacity to produce coherent arguments.

ARABIC

GCE Ordinary Level

Paper 3180/01
Composition

General comments

Most candidates performed well and the standard of their responses was very encouraging. I noticed common weaknesses in the use of tenses, gender, and dots above and beneath the Arabic characters.

Generally candidates would benefit from paying more attention to grammar, vocabulary and punctuation and should be advised to leave time at the end of the examination for proof-reading their answers in order to achieve the maximum marks.

Candidates should be encouraged to read stories and novels to improve their reading and writing skills and as a way of acquiring new vocabulary and expressions.

Comments on specific questions

Section A

Candidates were required to write a composition from a choice of three.

- (a) *You have moved into a new house. Imagine that your name is Ali/Aisha and your address is Royal Road, Curepipe. Write a letter to your friend telling him/her how you find your new place.*

Some candidates did not adhere to the instructions and ignored the name and address of the sender. Some described the house and the area and some wrote only about their personal feelings.

- (b) *Write a report on the visit of the Minister of Education to your school.*

The quality of writing on the whole was good for this topic.

- (c) *You have come to class with your homework not done. Compose a dialogue between your teacher and yourself.*

Some candidates did not write the composition in dialogue form, and consequently lost some marks. Candidates should be given ample practice in the writing of dialogues and role-plays.

Section B

Candidates were required to write a composition from a choice of four:

- (a) *Describe a journey that you particularly enjoyed.*

Candidates showed confidence in describing familiar places they had visited before. On the whole the quality of writing and content was very good, perhaps due to the nature of the subject.

- (b) *Write an essay relating the story of an accident.*

This topic reflected candidates' ability to relate a story. Some candidates did very well describing their own feelings concerning such an event.

(c) Write about some of the things that make you proud of your country.

Candidates described different aspects of life in their countries well.

(d) Are hobbies important? Why?

Most candidates wrote about their own hobbies such as football, reading, and travelling.

Paper 3180/02

Translation and Reading Comprehension

General comments

Overall candidates' performed well in this examination.

Comments on specific questions

Section A

Translation from and into Arabic

Question 1

This passage was generally well translated into English. Candidates are advised not to translate names of people but to transliterate them according to the sound of the name. A large number of candidates did not translate these words into English: *Tanja*, *Haji*, and *Islamic shari'a* (Tangier, Pilgrimage, and Islamic law). Some Islamic words and phrases have equivalents in English, and candidates should be aware of them because they are often used in Arabic texts.

Question 2

Most candidates were able to translate this passage adequately and correctly. The only area of difficulty was finding a proper translation for the words *scolded* and *ignored*.

Section B

Reading Comprehension

Questions 3 – 9

Nearly all candidates were able to answer these questions based on the given passage. More attention should be given to the dual form in Arabic as mistakes were made when candidates referred to the two sons of the farmer, *Hassan* and *Yassir*.

FRENCH

GCE Advanced Level

<p>Paper 9098/01 Speaking</p>

General comments

Examinations were generally well conducted and assessed. The quality of recording was rather better than in the past, though there are still one or two Centres which need to rethink their recording arrangements to ensure that candidates are heard clearly. The room in which the examinations are conducted needs to be of an appropriate size, so that the echo effect is minimised, and should be as far away as possible from extraneous noise. Microphones need to be placed to favour candidates, as their voices are frequently quieter than those of Teacher/Examiners.

As far as the administration of the oral examination is concerned, please ensure that only one syllabus is recorded on a cassette. This cassette should be properly labelled, both audibly, by the Examiner identifying the syllabus, Centre and each candidate by name and number, and visibly, by a label on the cassette giving the same information, together with which candidates appear on which side of the cassette. It is often difficult to identify inadequately labelled cassettes which have become separated from their accompanying paperwork. Please note, it is preferable not to interrupt a candidate in the middle of his/her examination in order to change a cassette – only **two** twenty minute orals should be recorded per side of a C90, and only **one** per side of a C60 cassette.

A mark for each element of the examination should be entered in each column of the Working Mark Sheet, rather than a global total, or a total for each section. The mark scheme as set out in the syllabus gives descriptors for each level of achievement and the mark scheme contains no half marks. The total mark should be transferred to the MS1 and the addition and transcription of marks should be checked before despatch. A copy of the Working Mark Sheet, together with the Moderator's copy of the MS1, should accompany the cassette(s).

In the interests of standardisation, timings as set out in the syllabus should be observed, in order to allow a balance between prepared and unprepared topics and a fair comparison between candidates.

With regard to the oral itself, candidates should be reminded before they start preparing their presentations that reference should be made to France/francophone culture. If this is not the case, their mark for the content/presentation element of the presentation will be halved. Candidates should also be aware that they are expected to ask questions of their Teacher/Examiner in **both** conversation sections. Teacher/Examiners should prompt them to do so if they ask no questions during the natural course of conversation, but where they do not ask questions in one conversation section, **no marks can be awarded for this element of the examination**, regardless of how many questions they may ask/have asked in the other conversation section.

Please note, it is not necessary to have an Invigilator in the room in which the examination takes place.

Presentation

Candidates chose a wide variety of topics, ranging from artistic/literary areas such as *Impressionisme, Van Gogh, St Exupéry, J.J. Rousseau, Cinéma*, to social themes such as family, health, education, together with the perennial favourites such as *Le SIDA, Le tabagisme, Pollution, Racisme, Immigration*. There were a number of potentially interesting topics such as *Le terrorisme, La xénophobie, La culture contemporaine*, but unfortunately these lacked any reference to francophone culture, as did a number of presentations dealing with *Le sport*. Candidates should be advised against such topics as *Les loisirs des jeunes Espagnols* unless they are prepared to provide comparisons with French youth, for example.

Presentations often showed a lack of spontaneity: candidates are allowed a cue card with up to five headings, but they frequently sounded as if they were reading from a script, or had learnt their entire speech by heart. Candidates may need to be persuaded that it is better not to struggle to compress everything they know about a subject into a three-minute speech, but rather to have a clear idea of the structure of their topic, and sufficient material to develop it in the Topic Conversation. Examiners' questions in the Topic Conversation often produced word for word what had been said in the Presentation.

Topic Conversation

This section is intended to develop the areas touched on in the Presentation, so questions from the Examiner should be of the "how?" "why?" type, rather than questions which can be answered by *oui* or *non*. Examiners and candidates alike should be prepared to discuss the chosen theme, and candidates should be prepared both to express and defend their own viewpoint. They should also be aware of the requirement to ask questions of the Teacher/Examiner, or marks cannot be awarded for seeking information and opinions. Examiners should prompt for questions near the end of the topic conversation section if none have been asked.

It is helpful to Moderators if the Teacher/Examiner ends the topic conversation section with some sort of statement to the effect that conversation is going to move away from the presentation area to deal with more general subjects.

General Conversation

This section should deal with totally different areas from that chosen by the candidate for his/her presentation. It is intended to allow candidates to show the breadth of their interests and varied vocabulary and structures, so should deal with more demanding subject areas than after school activities or holiday destinations. Both of the latter areas would be appropriate as a jumping off point for more serious discussions, such as students who need jobs in order to fund their education, or comparisons between lifestyles in different countries, but candidates need to be given the opportunity to engage in more demanding conversations. The aim of the Teacher/Examiner should not be to ask a series of questions, each on a different topic, allowing a candidate to recite a prepared answer for each, but to develop any topic as far as the interests/abilities of the candidate allow.

Once again, candidates may need prompting near the end of this section to ask questions, so that they have the chance to score marks for this element of the examination.

Overall, Centres had worked hard with candidates to prepare them for the examination, and the majority of candidates showed that they were able to sustain a conversation at an appropriate level.

Paper 9098/02

Listening

General comments

Performance varied considerably, with scores ranging from the very highest (almost full marks) to the very lowest (almost no marks). Every candidate appeared to have done their utmost - very few scripts were left incomplete. Candidates were more careful than usual to ensure that their answers connected logically with the questions, although there were some answers which consisted of random words jotted down but which made little sense together.

Comments on specific questions

Section 1

Partie A

Question 1

Candidates appeared to find this question quite hard, mainly because synonyms were used instead of a straightforward listing of the types of climatic conditions. Answers tended to identify the region correctly, but there was considerable difficulty with regard to producing further details from the weather forecast.

Question 2

Candidates performed much better here, and many who scored very little on **Question 1** scored full marks here.

Question 3

Candidates tended to write a very brief answer which could be appended to any question, namely that the lipstick remained intact. However, more specific detail was required.

Question 4

It was rare for candidates not to score here.

Partie B

Question 5

Again most candidates were successful, although some did not make it clear that the natural gas needed to be contained in the source/spring.

Question 6

Here, as on one or two other occasions, candidates were careless with their negative particles, omitting *ne* with *que*, or elsewhere omitting *pas*. It should be noted that such omissions do affect the sense of what a candidate is trying to convey. It was important to state that the *Académie de médecine* validates the water. A number of candidates mentioned the validation by the *Académie*, but did not follow this up by mentioning that the *Académie* describes the therapeutic qualities of the water.

Question 7

Candidates often misunderstood and said that *un eau de source* referred to any natural water, where the answer should have indicated that *un eau de source* referred to bottled water that was not mineral water.

Question 8

A large number of candidates referred to the fact that the depth of the water source in the earth guaranteed the consistency of mineral waters, but failed to follow up on this fact (for the second mark) by mentioning that they are free from problems of fluctuation associated with sources that are less deep.

Question 9

Four points were available here. Many candidates successfully came up with the required three.

Question 10

A few candidates reproduced the definition verbatim, but many others failed to make a description that made sense.

Question 11

An easy mark was available for the first point, and a fair number of candidates made a good attempt at the second point - although here, as in **Question 8**, the spelling of the word *exempt(e)* posed problems.

Question 12

This question was answered well.

Section 2

Question 13

Many details were available to complete the description of the *éclairéur*, and most candidates scored at least three marks. Some answers became rather confused and had the *éclairéur* wearing a *commando* on his head or being a *commandant*.

Question 14

Candidates made this more difficult for themselves than they needed: only mention of the fact that the beach and café places where contemporary society met was required.

Question 15

The first point about the *repulsive images* proved difficult and candidates struggled with it, but the remaining points about monsters and inclement weather were usually successfully reported.

Question 16

Most candidates answered this question correctly.

Question 17

Some candidates wrote about boat trips and invented services, but most gained two points.

Question 18

Most candidates reproduced the point about the 'salon with a sea view' and, to varying degrees, the 'sea air/beauty of the sites' and 'embankments/walking' points.

Question 19

This question was answered well.

Question 20

Again, this question was well answered.

Question 21

Most candidates made reference to the amorphous mass of people, but failed to supply supplementary details.

Question 22

Most candidates listed details regarding the three lines of defence correctly.

Question 23

Many candidates grasped the paradoxical attitudes of people regarding crowds on the beach, but a number only mentioned one aspect.

Question 24

Candidates tended to get the first point, concerning the numbers returning to the same spot year after year, but not the second.

Question 25

Fairly well done.

Question 26

The families' disposition was usually well described, but the youngsters were often described as sitting under the stars.

General comments

The paper provided a variety of tasks which allowed all candidates to demonstrate some comprehension, but also differentiated at the higher levels where comprehension has to be linked to fluent and accurate writing skills.

Comments on specific questions

Section A

Question 1

Candidates scored, in general 3 or 4 or 5, and the task provided an approachable start to the paper for all candidates.

Question 2

This task provided a wide range of responses. Some candidates had no real problems relating the words given from the text to one of the definitions proposed; others found great difficulty and appeared to be guessing. Most candidates managed to relate *credo* to *conviction très forte*, but *remettre en cause* and *renchérit* often proved impossible. This is a demanding style of exercise which puts to the test candidates' understanding of details in the text.

Question 3

This type of reformulation task is a strong test of grammatical knowledge and a number of candidates found it difficult to score more than 1 or 2. Sentence **(b)** caused fewest problems, requiring only the use of an infinitive after *On doit (tenter...)*, but the agreement after preceding direct object in **(e)** proved problematic for many, as did the construction following *chacun* in **(d)**.

Question 4

This was generally well done and the majority of candidates scored between 10 and 14 marks. A question such as this, which requires transfer from French into English, necessarily demands some element of translation skills, even if translation is not the aim of the exercise. For example, care must be taken in finding an English equivalent for the French *entreprises* in answering **(e)**. An answer such as "car-sharing must be encouraged by enterprises" cannot be rewarded, as this is too ambiguous and non-standard English.

Question 5

These questions in French usually prove to be more demanding than the questions in English, but in this winter session candidates scored high marks. Where more complex answers are required, candidates should pay attention to the rubric, which states *Répondez... sans copier mot à mot des phrases entières*. They are encouraged to draw material from the text and to use key vocabulary, but advised to build in changes to the structure to show that they understand the material and are not just regurgitating the text. For example, **(c)** directed candidates to the views of Dominique Voynet in ll. 14 – 17. To quote this verbatim shows no necessary comprehension, e.g. *Le moment est venu de concrétiser l'évolution culturelle en cours*. Similarly, copying phrases from the text such as *la hantise des vols*, or *en tête du peloton* give absolutely no indication that the candidate has understood. Such direct quotes cannot be rewarded.

Question 6

Two general points should be made about this question, points which have been made in previous reports but which still need reiterating. Firstly, it is essential that candidates read the rubric with care and write on each of the categories mentioned. An answer to this question would need to be structured around two elements: *les problèmes* and *les solutions*. Secondly, keeping below the maximum word limit of 140 is regarded as part of this writing task. It would be wrong to allow candidates to make all necessary points in 250 words when others have confined themselves to 140 words.

There were some impressive answers, showing an ability to bring together details from both texts in 140 words of correct French. The skills of summary do seem to have improved. Weaker candidates tended to concentrate on one or two areas instead of drawing on all the points raised by the rubric. Others lifted undigested chunks of text from the original passages. It is, of course, permitted to use key vocabulary and phrases from the texts, but indiscriminate lifting of material often shows lack of comprehension and fails to make the relevant points to gain the content marks. Some candidates gave their own opinions, which were not required for this task. In general, however, content marks for this exercise were high, as candidates listed the solutions proposed in the texts. Standards of accuracy were varied widely. Some candidates appeared to have great difficulty in putting together 140 words of accurate French. The best candidates, however, produced impressive versions and scored 4 or 5 for language.

Question 7

To gain good marks on this part of the examination, candidates must write accurate French. There is, in general, no problem for the candidate in locating the part of the English text containing the answer. But, there are fewer candidates who can express the answer accurately. Often, marks are lost for grammatical errors, such as errors in agreements, wrong use of verbs etc.

Question 8

As with **Question 6**, it is important for candidates to limit themselves to 140 words, and they should note that the rubric requires both response to the text and an element of personal response. The 10 marks for Content are divided equally between these two elements. In general, the 5 marks for reference to the text could be scored without great difficulty, drawing from a range of possible statements. The intention here was that candidates should focus on Jospin's policies for dealing with delinquency. This was well done and most candidates scored 3-5 marks here. The personal response was also well done and showed an improvement on previous sessions. Many candidates wrote expressing disagreement with the measures announced and explained that the roots of delinquency with the measures announced, and explained that the roots of delinquency were in social and educational problems.

As with **Question 6**, the quality of written French was often poor. Quite a number of candidates appear to manage a fluent style in terms of sentence construction, but to be unable to get endings and agreements correct.

Paper 9098/04

Essay

General comments

This year's answers displayed quite a wide spread of linguistic ability, ranging from the consistently accurate and fluent, to a number of scripts which reflected little ability to go beyond the productive use of IGCSE grammar.

Stronger candidates produced answers that read easily, that were quite ambitious in the use of complex structures and that contained varied and interesting vocabulary. Answers generally remained relevant to the question, and contained a good range of examples and references. Essays were competently structured, with well paragraphed arguments leading to a sound conclusion. The following are examples of work in this category:

- *Quoique le système d'éducation dans mon pays soit pour la plupart efficace, à mon avis certains changements sont nécessaires.*
- *Personne ne peut nier le fait que la société moderne est obsédée par la sécurité; soit publique, soit personnelle.*
- *Il serait faux pourtant de croire que l'agressivité n'existe pas dans les pays tiersmondistes.*

Candidates in the middle of the range displayed a fair level of accuracy, with common tenses and verb forms mostly correctly formed. Expression tended to be rather forced but showed an attempt at variety.

There was some variation in the choice of vocabulary, with some use of less common words. The content of answers in this category was not always relevant, though ideas were usually quite well structured and organised into paragraphs. Conclusions reached were not necessarily related to the main body of the argument. Areas of language in which candidates were not consistently confident included the use of some prepositions, various types of pronouns, some irregular verbs and more difficult tenses. Examples of the types of error found in this category follow.

- *Les problèmes principaux qu'on fait face à ...*
- *Les jeunes, on ne leur donne pas assez de respect. Il faut donner leur plus.*
- *Certaines compagnies internationales font beaucoup d'argent par exploitant les jeunes.*

Towards the bottom end of the ability range the overall quality of language barely rose above the basic requirements of IGCSE French. Scripts displayed persistent errors in tense and verb forms, and candidates showed that they were having difficulty in handling the agreement of subject and verb endings, the agreement of adjectives, basic pronouns and the spelling and/or gender of essential subject-specific vocabulary. Examples of errors common amongst essays in this category follow.

- Common misspellings: *se* for *c'est*; *qu'y* for *qui*; *car même* for *quand-même*; *malgrê(s)* for *malgré*; *ceux qui* for *ce qui*; *tous le monde*; *vraiment*; *especialement*; *quelques fois*; *chaque-un*, *pour exemple*, *sans doute*, *system*, *problem*.
- Confusion and misuse of *ces* and *ses*.
- Confusion and misuse of *de* and *des*; *Une vie pleine des changements...*, *La plupart de gens...*
- Use of *leur* as an adjective only in its plural form: *Les pays défendent leurs territoire avec leurs armée.*
- Similarly, use of *leur* as an adjective only in its singular form: *Les enfants ne repectent pas leur parents...*
- Verb endings agreeing with the object pronoun instead of with the subject; *Cela nous montrons que...*
- Plural verb endings used as an adjectival ending; *...des choses difficilent à comprendre...*, *Tous ces progrès faitent ..*
- The wrong plural form of common adjectives: *touts* for *tous*, *cettes* for *ces*, *notres* for *nos*, *votres* for *vos*.

Candidates would benefit from leaving themselves with adequate time for a thorough and systematic revision of their essay, re-reading it several times and on each reading checking only one aspect of the language, for example, firstly, all verb forms and endings, then all adjectival agreements and so on.

Paper 9098/05

Texts/Thematic Studies

General comments

The format of the examination presented little or no difficulty to candidates, who appeared, for the most part, at home with the instructions and layout. Very few candidates answered more than the specified number of questions, and this tended to be in Centres with just a few entrants. Teachers should be particularly careful to explain the rubric to such groups, since the candidates have fewer reference points amongst the peer group.

Section 1

Texts

The historical range of texts did not seem to present problems. Candidates dealt well with the **(a)**-type questions, which direct the candidate towards the appropriate response. There are still, however, some answers which remain vague and unspecific, although the major features are obviously well known. A more serious problem is a tendency in some good candidates to write “all they know”, thus jeopardising their second answer because of insufficient time. Better control of material would benefit a significant number of entrants. As last session, the **(a)**-type questions seemed more popular than the **(b)**-type questions.

Section 2

Thematic Studies

Candidates are still losing marks because they cannot relate additional material to the named text in the accepted manner. The rubric states that “...Candidates are reminded that essays in this section must show evidence that their reading has centred on one of the following themes by referring **in detail to one named text and to some additional material** [bold in original]”. It is not enough to name another text or source as if the comparison will somehow be self-explanatory. The comparison of a character, incident, or major feature of the additional source with a similar, appropriate counterpart in the named text is always impressive, and gains marks. Some candidates this year were extremely perceptive in choosing both a good illustrative named text, and relevant supporting materials from film and literature. Storytelling is much less a temptation these days, and there is evidence of proper essay planning.

Comments on specific questions

Section 1

MOLIÈRE, Le Misanthrope

Candidates answering the commentary question **(a)** did so well - the better ones pointing out the unworldliness of Alceste, as well as his uncompromising sense of his own rectitude. Part **(iii)** did prove a little more difficult for most candidates but, again, most saw that the dramatist was attempting to portray both the shallowness of society and the risks of not taking into account its current favourites. Those attempting **(b)** concentrated their efforts onto explaining how some aspects of Alceste’s views were reasonable, thereby avoiding much discussion of why he is incapable of understanding others.

MAUPASSANT, Boule de Suif et autres contes de la guerre

Question **(a)** was again very popular with candidates. In a fairly straightforward question, candidates picked out the distinctive features of Walter’s personality – better ones also said other *Prussiens* could be humane, until events turned them into criminals – and dealt adequately with the satirical thrust of the self-important (and mendacious) French arresting the docile Prussian. Maupassant’s views on war were generally well understood. The **(b)** question did not attract a huge number of answers. Most were adequately prepared, and listed incidents and characters from the best-known *contes*.

COLETTE, Le Blé en herbe

As last year, this text was extremely popular, especially the commentary. Surprisingly, not all candidates placed the tense, self-conscious passage appropriately within the story, thereby interpreting Philippe’s hypocritical *douceur* wrongly. Sub-section **(iii)** elicited comments on the changing relationship, but few mentioned natural imagery – or the fact that Vinca takes control by honing her mistrust then setting it aside by offering herself to Philippe. Question **(b)** had few takers, but one or two candidates went beyond simple references to the adolescents’ loss of trust for each other, comparing the future with that of the dullness of the parents and the adult world.

MAURIAC, Thérèse Desqueyroux

The set passage obviously appealed to candidates, who wrote copiously on jealousy, although not always going more deeply into why this jealousy was so violent – and evolving. Sub-section (ii) – the *travail urgent* – received scant treatment, although it sees Thérèse at her most hypocritical, some would say, diabolical. The last sub-section was approached with care and sensitivity, reflecting the author's ambivalent attitude. There were few takers for question (b), which requires an imaginative response involving an appreciation of Mauriac's view of his creation.

ANOUILH, Antigone

The commentary question allowed for a broad interpretation of the meaning of the play. Good candidates referred to the themes of futility and incomprehension, whilst pointing to Antigone's self-destructive attitude as a prime example of misguided high principle. The best answers linked a definition of the *fièvre* (a belief in the right to idealism) with the fact that Antigone already knew of her brother's iniquity. Question (b) appealed to candidates who wished to write about Créon's practical politics and the moral quiescence of the individual.

Section 2

Thematic Studies

La Guerre

The most popular question was **Question 8**, which candidates did with clear competence. Maupassant was used frequently, together with Vercors. Once students strayed from texts into supporting material from other, less concrete sources, the central argument sometimes foundered. This, again, underlines the need for the test of relevance to be impressed upon candidates.

La Jeunesse

Unusually, this whole sub-section did not attract many answers. **Question 11** did, however, appeal to a few very good candidates, who used both Colette and Alain-Fournier skilfully. The better candidates rejected the temptation to centre the essay on personal experience, and even used *Antigone* to show how far this need to reject reality can be destructive.

La Condition féminine

A very few takers for this session, most of whom appeared not to have prepared for their topic of choice very well. One or two candidates took up the challenge of **Question 14**, with little relevant supporting material.

L'Individu et la Société

Question 17 was by far the most popular of the three in this sub-section – both *L'Étranger* and *Antigone* figured strongly. Good candidates pointed out how society manipulates the concept of justice to protect itself and its institutions, and added a discussion of the demerits of capital punishment and state terrorism.

GCE Ordinary Level

Paper 3015/01

Writing

General comments

There was a wide range of performance over the Centres and the best candidates, whatever the choice of questions, produced very impressive answers containing wide ranging lexis and syntax with a high degree of accuracy. The translation into French produced good marks from many candidates, but low scores were the result of poor knowledge of basic vocabulary and uncertain handling of fundamental grammatical constructions.

In general, candidates had clearly been well prepared for this Examination and most followed the instructions in the rubrics. However, two points should be stressed. Firstly, a small number of candidates in one Centre answered three questions in spite of clear instructions to the contrary. No advantage is to be gained by doing this. Indeed, candidates answering three questions are likely to find themselves rushing their work. Secondly, while, in general, the word limits were observed, an appreciable number of scripts contained essays of far more than the prescribed 150 words. Candidates should be reminded that they will gain nothing whatsoever by doing this, as only the first 150 words are marked for both language and communication.

The vast majority of scripts were well and neatly presented and, thus, a pleasure to mark. A small number, however, were poorly written and, in a few cases, nearly illegible. Examiners are unable to credit what they cannot read.

Communication Marks, for **Questions 1** and **2** only, were introduced this year. Each essay has a maximum score of five marks available for successful communication of relevant points in unambiguous, but not necessarily completely accurate French. Many candidates scored the maximum marks without difficulty, but poor handling of verbs sometimes obscured the points and prevented the award of marks, and those who wrote at great length were liable to reach the word limit without having covered five separate, relevant points.

Comments on specific questions

Question 1

Picture Story

This was a popular choice and the pictures were mostly well interpreted. The opening comments were generally successful, with clear reference to the boys walking in the woods by some kind of water and seeing a boat. Difficulties tended to arise for some candidates in the middle section, where the themes of the boat filling with water and the problems that then arose for the boys were less successfully rendered. Not everyone included the “punch-line” relating to the fact that the water was in fact shallow and very few candidates were able to relate this accurately in French. There was little irrelevance, most candidates keeping to the material given in the pictures. A small number of candidates, however, indulged in lengthy introductions filling in the imagined background before the boys went on their outing and/or sequels following the safe return to dry land. This is unnecessary and counterproductive as, in the case of long introductions, it may prevent the award of maximum Communication marks before the word limit is reached. Language was often of a good standard, though some lexical problems arose. There were surprising errors with basic words – going for a walk, the various possible words describing the water, bank/shore – even boat. Perhaps less surprisingly, difficulties were experienced with the concepts of the boat turning over and starting to sink, the actions that the boys took and the man taking off his shoes and rolling up his trousers.

Question 2

(a) *Letter to a friend*

This was, again, a popular option and produced some very good writing, easily covering five different Communication points and often using a wide variety of accurate language. There were some good, sensitive responses to the friend’s dilemma and the issue at stake seemed to strike a chord with many candidates. The advice given covered a whole range of options but was frequently well expressed in a series of logical points. Candidates should, however, beware of starting with lengthy introductions of dubious relevance. A few, ritual words of conventional letter etiquette are, of course, appropriate and are rewarded, but, beyond that, French which does not relate directly to the rubric will not gain credit.

There was a good deal of successful language use, but candidates should be aware that massive repetition of particular words and phrases will militate against the award of the highest marks.

(b) *Dialogue in a shop*

The dialogue was a less popular option. Among the candidates who attempted it, there were some successful renditions of lively and often angry conversations with the shopkeeper, although it was sometimes difficult to sustain the dialogue without repetition for the full 150 words.

Some candidates misinterpreted the word *article* as a 'magazine article'. Candidates who attempt this question should be aware that they are asked to write a *dialogue*. Scene setting, description of the participants, constant use of *dit-elle*, *répondit-elle* and the use of reported speech are all contrary to the rubric and will risk compromising the candidate's mark for this question.

(c) Account of hotel door key problem

There were some interesting and relevant accounts giving various, often ingenious, explanations of what had happened and how the problem was resolved. Some less imaginative accounts did not get beyond a repetitive series of (failed) attempts to open the door. Candidates should note that they must abide by the rubric and that lengthy and irrelevant introductions merely waste words and prevent the award of full Communication marks.

Question 3

Translation into French

Changes to the mark scheme this year have made higher marks more accessible and many candidates scored well on this question. However, no mark scheme, however generous, can reward the lack of knowledge of necessary vocabulary and grammatical structures and a minority of candidates were simply insufficiently prepared for this question. Particular points of difficulty were as follows.

Paragraph 1 - 'ducks'

Paragraph 2 - 'busy reading'
'a novel'
'stones'
'never succeeded'

Paragraph 3 - 'bench'
'usual'

Paragraph 5 - 'never to speak to anyone about the meeting' posed grammatical problems that were too difficult for many candidates.

Paper 3015/02

Reading

General comments

The overall standard on this paper was good. The main difficulties came with Section 3, where grammatical accuracy and a detailed understanding were essential.

Comments on specific questions

Section 1

Exercise 1

Questions 1-6

This exercise was answered well, although very few candidates gained full marks. In most cases, the problem was **Question 5**, where many answered 'B'. 'B' was also the most common error in **Question 3**. In **Question 6**, most of those who made a mistake chose 'A'. The vast majority answered **Question 4** correctly.

Exercise 2

Questions 7-13

Candidates coped well with this exercise. **Questions 7** and **13** caused very little difficulty. The main problems were with **Questions 10** and **11**.

Exercise 3

Questions 14-20

This exercise was handled well by all but the weakest candidates.

Section 2

Questions 21-25

While it was clear in this exercise that most candidates had understood the passage, it was also clear that many had difficulty writing in accurate French. Grammatical mistakes in themselves were not penalised as long as the answer could be understood, but sometimes the result was just too confused to gain the mark. An answer regularly appearing in **Question 25** was *elle a des planches adaptées au temps de la mer*. There were other cases of the answer being just too brief, for example in **Question 21**, *12 ans* could mean 12 years ago or at the age of 12. The most common mistakes occurred in **Question 22**, where the most frequent wrong answer was *Parce que c'est sa passion* and **Question 25**, where the three reasons given were often *le slalom, la course et l'épreuve des vagues*.

Exercise 2

Questions 26-33

Questions 28-33 caused some problems in terms of what was required. A number of candidates simply ticked the boxes and made no attempt to correct the boxes **selon le texte**. Others simply corrected the statement given, for instance in **Question 28**, *Non, à l'âge de 13 ans, Frank n'a pas quitté l'école*.

The main difficulties, however, were caused by difficulties in comprehension. 'B' was frequently given as the answer to **Question 27**.

Some candidates offered irrelevant or inadequate information, such as *vers l'âge de 13 ans, quelque chose d'incroyable est arrivé* for **Question 28**.

Question 29 was frequently answered with *Vrai* or the correction was wrong, for example, *Il ne rencontre jamais les athlètes américains*.

In **Question 30**, some candidates did not distinguish between the *passeport namibien* referred to in the statement and the information given about the *passeport sud-africain* in the text.

In **Question 31** a common error was to focus on *Si Frank a bien réussi* and to explain this with *parce qu'il court très vite*, rather than correcting the part of the statement that was false, namely that he did not come from a rich family, but rather had spent his childhood *dans un quartier noir très pauvre de Windhoek*.

In **Question 33** it needed to be made clear that Frank wanted to be part of the economic development of Namibia and consequently candidates who relied on the last two lines of the text, *Il veut participer au développement économique du pays*, did not give sufficient information for the mark.

Section 3

Questions 34-53

In this section, where grammatical accuracy is essential, the marks were generally low. Some candidates were clearly floundering, their answers suggesting they just did not understand the passage. Others had understood and picked a word that would make sense in terms of meaning, but did not fit in grammatically. The most common mistakes were:

- Question 34** *aucun*
- Question 35** *a, avait, il*
- Question 36** *pour, ce*
- Question 37** *à, as, avait*
- Question 38** *a*
- Question 39** *quoi, c'est, qu'est-ce*
- Question 40** Mostly answered correctly.
- Question 41** Mostly answered correctly.
- Question 42** *quand*
- Question 43** *de, les, planche*
- Question 44** Generally answered correctly.
- Question 45** *il*
- Question 46** *et*
- Question 47** *de*
- Question 48** *tombais, glissé, déboulé*
- Question 49** *dans, du*
- Question 50** *l'*
- Question 51** *sa*
- Question 52** *puis, pus, peux, pû, pouvoir*
- Question 53** *dans*

FRENCH (Mauritius)

GCE Advanced Level

Paper 9112/01

Listening

General comments

As usual the whole gamut of competence was illustrated in the scripts, with scores ranging from the very highest, almost full marks, to the very lowest, almost no marks. Every candidate tried to do their utmost, and very few scripts were left incomplete. There was the occasional frustration for the markers of the scripts in pencil, which were difficult to mark because they were hard to decipher, and also because if the script was partly in pencil and partly in ink, the status of the pencil sections was difficult to assess (do they represent the candidate's final wish or not?). On the more positive side, candidates were more careful than usual to ensure that their answers connected logically with the questions, although there was also the traditional collection of highly fragmented answers, random words jotted down but forming little sense together. On the whole, it was a pleasing set of scripts.

Comments on specific questions

Première partie

Question 1

It was rare for a candidate not to score here.

Question 2

Again, most candidates were successful, although some did not make it clear that the natural gas needed to be contained in the source/spring.

Question 3

Here, as on one or two other occasions, candidates were careless with their negative particles, omitting *ne* with *que*, or elsewhere omitting *pas*. This does affect the sense! It was important to state that it was the *Académie de médecine* which validates the water. A number of candidates mentioned the first point referred to above, but did not follow it up with details of what the *Académie* did in respect of describing the therapeutic qualities of the water.

Question 4

This question was poorly done. Candidates often misunderstood and said it was any natural water, but should have referred to the fact that it was bottled water which was not mineral water.

Question 5

Again, there was some confusion here. A good many candidates referred to the fact that the depth of the water source in the earth guaranteed its consistency, but failed to follow that up, for the second mark, with a reference to this meaning that it was exempt from fluctuation associated with less deep sources.

Question 6

Many candidates successfully selected three appropriate points out of the four available for full marks.

Question 7

A few candidates reproduced the definition verbatim, but many others failed to make a description that made sense.

Question 8

An easy mark was available for the first point, and a fair number of candidates made a brave attempt at the second point, although the spelling of the word *exempt(e)* posed problems.

Question 9

This was another question that was well answered. Candidates needed to refer to the type of area involved and the restriction on human activity.

Deuxième partie

Question 10

Many details were available to complete the description of the *éclaireur*, and most candidates scored at least three marks. Some answers became rather confused and had the *éclaireur* wearing a *commando* on his head or being a *commandant*.

Question 11

The first point about the *images répulsives* proved difficult and candidates struggled with it, but the remaining points about monsters and inclement weather were usually successfully reported. A choice of points was available.

Question 12

This was usually correct.

Question 13

Inevitably, some candidates wrote about boat trips and invented services, but most provided a good two points.

Question 14

Most candidates reproduced the *salon avec vue sur mer* point and to varying degrees the *air marin/beauté des sites* and *digues/promenades* points. Sailors were also sometimes enjoyed!

Question 15

Again, a question that was well answered.

Question 16

Most candidates satisfied themselves with a reference to the amorphous mass of people but failed to supply a supplementary detail required for the mark.

Question 17

It was expected that candidates would outline the three lines of defence in order, but in the event they tended to refer to the ingredients of the lines in a rather haphazard way and the Examiners had to piece the answers together as best they could. *Coups de vent* instead of *coupes de vent* figured rather frequently.

Question 18

A good many candidates grasped the paradox in attitudes, but a number only mentioned one aspect.

Question 19

Candidates tended to get the first point, concerning the numbers returning to the same spot year after year, but not the second.

Question 20

The families' disposition was usually well described, but the youngsters were often described as sitting under the stars or draped in or sitting under *toiles*.

Conclusion

The paper was possibly slightly more demanding than in previous years, with some of the concepts in the **Première partie** being more difficult than usual. The **Deuxième partie** provided opportunities for every candidate to score a certain number of marks, and for the best amongst them to shine by providing those extra details which yielded the maximum marks.

Paper 9112/02

Translation

General comments

The passage was marked out of 50, being divided into a number of boxes worth one mark each, with five boxes being worth 2 marks. There was a wide range of performance with scores from single figures to a little above 40. Marks were slightly lower than last year, which may have been because there were fewer nominal constructions in the text and rather more constructions involving verb tenses or moods.

The passage for translation in this paper is always taken from a fictional narrative and involves speech, the reporting of events and the description of people and objects. Candidates therefore need to be able to manipulate formal syntax and less formal registers of French.

The vocabulary was generally of a level which candidates at this level might be expected to know.

'Football match' was *un match de football*, but the journalistic *rencontre (de football)* was accepted.

'The rules' was often rendered as *les règlements* instead of *les règles*.

While 'the game' was generally correctly rendered as *le jeu*, some candidates used an incorrect plural form (*le jeux*), while others thought that it referred to the particular match.

'Something' is *quelque chose* and candidates who treated this as one word were penalised.

The expression 'a big city' was often correctly translated as *une grande ville*, but weaker candidates used simply *une ville*, or *une cité*, *une capitale* or *une métropole*.

The English word 'places' was too frequently translated as *places*, where the correct translation would have been *lieux* or *endroits*.

Curiously, candidates opted for roundabout translations of 'secret club', choosing more difficult translations such as *une organisation clandestine* instead of the more obvious *un club secret*.

The use of -ç- proved difficult for many candidates, who used it indiscriminately in such words and expressions as *cela*, *excites*, *parce que*, *concernant*, *ce*, *c'est*, *ici*, *facile*. There was confusion between the written forms of the final sounds in *était* and *été*. In some cases, accents were treated with scant regard, as if any mark above a letter was considered adequate. Minor spelling mistakes are taken into account only when the total reaches three or more. If, however, the omission or addition of an accent causes a change of tense, mood or word class (e.g. *a v. à*) this is regarded as a serious error and is penalised accordingly.

The narrative tense for the passage could be either the past historic (*passé simple*) or the perfect (*passé composé*). Deviation from the first tense chosen was penalised. The range of tenses required included the present, the imperfect, the pluperfect and the conditional. The subjunctive was needed for the construction beginning 'although they often watched...' and in the subordinate clauses of the sentences 'I really wanted us to be friends' and 'I was afraid that she wouldn't understand'. Because the subjunctive is such a difficult construction, any tense of this mood was deemed to be acceptable. The sentence 'I've lived there for ten years' required the present tense of the verb following *depuis*. This construction proved very difficult for many candidates, although it is very common in French.

It has been remarked in previous reports on this paper that Mauritian candidates have a tendency to omit the *ne* in negative constructions and in *ne... que*. This situation remains unchanged. It is clear that speech patterns are being transferred to the written language. Particular attention needs to be drawn to this problem during the course of teaching and preparation for the examination.

A number of constructions were considered to be particularly difficult. These were each worth two marks. Suggested translations are as follows, although these were not the only ones which were acceptable.

- 'although they often watched football': *bien qu'ils aient/eussent souvent regardé le football*
- 'and were happy about that': *ce qui leur fit plaisir*
- 'and was hoping that she would turn round': *et j'espérais qu'elle se retournerait*
- 'I really wanted us to be friends': *Je voulais vraiment qu'on soit des copains/copines*
- ('I was afraid) that she wouldn't understand': *(J'avais peur) qu'elle ne puisse pas comprendre.*

Paper 9112/03

Reading Comprehension

General comments

Although there was a wide spectrum of performance, there were fewer very weak papers than in recent years. Last year the comment was made that overall standards of written French had improved, and there is a further improvement this year. On the Language scale of 0–5 for the set of answers on each passage, few candidates dropped below 3. However, there are still consistent quite minor mistakes which reoccur. These are no doubt very well known to French Teachers in Mauritius, for example:

ce ne pas for *ce n'est pas*
ce for *c'est*
la conclusion ce que instead of *la conclusion c'est que*
se for *ce*
et for *est* and vice versa
ses for *ces*.

In general, candidates found the first text more accessible than the second. It was encouraging to see how many candidates found their response to the first passage a chance to express their own pride in the achievements of Mauritius.

As regards the content of answers, candidates often found it difficult to judge how to select the appropriate information required by the answer. They could write very long answers with little relevance. Or they could give partial answers which omitted essential information. Length of answer is no indication of the number of marks that may be gained. Some candidates managed to convey, quite concisely, all the necessary detail for a full answer. Candidates should be encouraged *not* to quote whole sequences verbatim from the text. The rubric does state *sans recopier mot à mot des phrases entières*, and the Examiner cannot award the available marks unless there is evidence of understanding. There were clear indications in this year's papers that Teachers have acted on comments made in previous reports. Many candidates did rework linguistic material from the texts, sometimes with great ingenuity, finding an appropriate synonym or rephrasing the material of the text. This year's mark scheme has a two-page addendum explaining this approach to marking, from which the following is a relevant quotation:

'...the candidate must show:

either: some ability to manipulate the linguistic material of the text. Even quite small changes will usually show that the candidate can handle the ideas as well as the language;
or: some explanation, by adding to or extending the quoted material.'

Examples will be given in the following section on answers to individual questions. The following points in particular should be noted:

- The mark allocation for each question should be taken as a guide to the amount of information required;
- reproduction of words from the text is permitted, but not extended quotations or the lifting of chunks of text with no obvious understanding;

- It is not sufficient to repeat and rephrase the same piece of information several times to gain the marks for a question. Examiners have clear guidelines on what the marks are given for, and the same information repeated three times will gain only the one mark.

Five Language marks are awarded globally for a whole set of answers on each text. Where an answer scores 0 for Content, the Language mark for that set of answers is reduced by 1. For example, a candidate might score a total of 12 for Content, with 0 for one of the answers and an overall level of Language assessed at 4. The Examiner would then enter the mark for the answers on that set of questions as 12 + (4 - 1) = 15.

Some further points of a general nature are as follows:

- Candidates need to answer all parts of a question to gain full marks.
- Candidates should not waste time repeating in full the wording of a question, but should proceed to give their answer.

Reading comprehension can be assessed at a variety of levels. At the lowest level of comprehension, candidates may need do no more than locate the required information in the text and reproduce it in a form of words which demonstrates understanding. At a higher level of comprehension, such as is represented by the style of certain questions in this paper, candidates may be required to:

- Locate information clearly contained in the text but referring to a more extended section of text and requiring selection and some interpretation, e.g. **Question 2 (c)** referred the candidate to 6 lines of text, with the question*Quelles sont les raisons données...*
- Explain terms used in the text. The information for the answer is present or implied in the text, but requires elucidation, demonstrating real comprehension, e.g. *Expliquez le sens de l'expression «le niveau de transparence, d'équitabilité et de justice prévalant dans le pays».*
- A question may require conclusions to be drawn, going beyond the phraseology of the text. This will most likely be indicated in the wording of the question, as, for example, **Question 2 (e)**, *Comment est-ce que vous réagissez aux opinions...?*
- A question may require bringing together a number of items of information, e.g. **Question 1 (d)**, *Résumez les changements à Maurice...*

Comments on specific questions

Question 1

Text 1 – Interview avec l'ambassadeur des États-Unis à Maurice

- (a) The answer to the first part of the question had to contain a reference to profit or to the *intérêts propres* of companies. The great majority of candidates had no problem with this, although they often included extraneous material such as a reference to the *marché global*. Quite a number of candidates saw this as a chance to write a short free composition on the many qualities that Mauritius has to offer to overseas investors. None of these points could be rewarded if they did not occur in the text. As far as the second part of the question was concerned, the mark scheme isolated two main concerns for the embassy. On the one hand was its role vis-à-vis the companies; on the other hand there was its role as a contact with the government. The main problem for candidates here was to decide on how to render *traitement équitable*. Following the principles of marking already indicated, it is not sufficient for a candidate to quote the words *traitement équitable* from the text. Many candidates found ways of explaining the idea, such as *s'assurer que toutes les compagnies sont traitées de la même façon; s'assurer qu'il n'y a pas de discrimination entre les compagnies* etc. Candidates who wrote *bon traitement* did not receive a mark. The key idea to render here was the notion of even-handedness. The final point to make was the role of the embassy in informing the government, e.g. *attirer l'attention du gouvernement sur des problèmes*.
- (b) This is the most difficult style of question, requiring a genuine understanding of the text, and also a capacity to find words which effectively explain the concepts. One key element ignored by many candidates was the last part of the phrase quoted, *prévalant dans le pays*. This means that the ambassador is not talking only about business interests but about the characteristics of society as a whole. In rendering *transparence*, candidates were given the mark if they made any reference to lack of corruption or fraud, or to *clarté, honnêteté, franchise* etc. For *équité*, some reference to *égalité* or *tolérance* was required or, as in (a), some use of discrimination. Finally, some explanation of the idea of justice, by a reference to the rule of law.

- (c) The three points here were given for the ambassador's aim to draw the attention of American concerns to the significant future for Mauritius and his desire to extend business links. To gain these marks, candidates often offered a synonym for *accroître* and needed to insist on *relations commerciales*.
- (d) This proved to be the most straightforward question, as long as candidates did not just quote the original text. There were a number of points for which the three marks available could be gained; the progress of recent years, the diversification of the economy, the quality of textile production and the launch into financial services.
- (e) Here again, candidates found this question relatively straightforward. The key points were the rapidity of the response to racial problems (*vous n'hésitez pas...*), the search for a solution and the comparison with other countries who seek to ignore or hide such problems.

Text 2 – Stratégies de Faim

- (a) As usual, the instruction *Expliquez...* tends to indicate a more searching style of question. Here, most candidates understood that the *inégalités* referred to were the differences between rich and poor. To gain the third mark, some explanation or definition of *fossé* was required, and a number of candidates offered *abîme*, *gouffre* or *trou*. Alternatively, the idea of *fossé* might be rendered by an indication of the size of the gap, e.g. *la différence est immense*.
- (b) This proved to be a difficult question, partly because of the need to explain *fatale*, but partly also because candidates found it difficult to equate the appalling situation described with the apparently carefree comment. A number of candidates could only believe that the author was being, in some way, ironic. But if the notion of *fatale* had been understood in context, it was possible to see the author's point, that there was a solution available and that this situation was not an irreversible catastrophe. So, to gain all three marks, candidates needed firstly, to suggest that the word *fatale* suggested a total lack of hope, but that, secondly, this was not the case, as solutions were available. Finally, reference should be made to the availability of resources and the fact that *13 milliards de dollars* could solve the problem.
- (c) Key elements here were: the availability of food supplies; the fact that production is not the problem rather the ability to purchase and to have access to the supplies.
- (d) Two of the marks here were relatively straightforward, the need for democratic government and a free press. The third mark was given for a general conclusion drawn from the statements of Professor Sen, namely that there is a clear link between famine and political systems, freedom of expression etc. Some candidates turned the answer round (but gained the marks) by saying that famine was only to be found in authoritarian regimes or countries where the inhabitants did not have such freedoms. Some candidates badly missed the point by answering as though the text had simply said, *il n'y a jamais eu de famine grave dans aucun pays*.
- (e) An opinion was asked for here, and therefore candidates were at liberty to disagree with the proposition. Some very good answers offered a debate on the relative merits of state control and market forces, pointing to the poor examples of what state control had achieved in communist regimes. A majority of candidates agreed with the proposition and developed an answer concentrating entirely on the responsibility of the state. They could not, therefore, gain the third mark which was given for a response to the role of the market.

<p>Paper 9112/04</p> <p>Literature</p>
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General comments

Examiners have continued to report that many candidates write far too much and sometimes appear more concerned with their own agenda than with that set out by the questions on the paper. This has frequently resulted in mediocre marks for unfocused essays and also in an imbalance in candidates' performances as time ran out and the fourth answer was abandoned altogether or abbreviated. With effect from November 2002, the new format will mean a limit of 600 words for each of three essays, to be written in two and a half

rather than three hours. It therefore becomes even more important for candidates to spend time planning their answers to the precise questions posed and focusing clearly on the question set. Candidates who do not complete their answers within the word limit will be judged only on what they have written within the word limit.

A particular criticism of answers on **Section 2** is the purposelessness of extensive general introductions about war, youth, etc. Such introductions were found in many essays, and in some cases a page or more was written without more than a passing reference to the text(s). In future examinations there will not, of course, be topic areas to discuss, but candidates should nevertheless be advised that the introductory paragraph of each essay should focus immediately on the issues raised by the question set, not offer general observations about the subject-matter, the author or the work.

All texts in **Section 1** apart from Baudelaire's poems attracted a large number of candidates. Those who wrote on Baudelaire once again demonstrated considerable difficulty in doing so. The overall standard of writing on the other set texts was broadly similar, although some Examiners noted that answers on *Candide* tended, by and large, to be less detailed than those on the other texts.

Comments on specific questions

Voltaire, *Candide*

This text was not a popular choice. The performance of those candidates who chose it was generally disappointing. Very few were able to identify the precise reasons for the punishment of Pangloss, and merely referred to the text (*l'un pour avoir parlé, l'autre pour avoir écouté*). A surprising number of candidates did not seem to realise that it was essential to relate this passage to the Inquisition and to focus on Voltaire's satirical treatment of religious intolerance. There was a fair understanding of the issue of *Candide*'s first questioning of Optimism, but little analysis in (ii) of Voltaire's literary techniques, e.g. use of irony, euphemism, exaggeration and understatement.

The essay question generated very few thorough and well-informed answers. While candidates tended to understand the virtue of work as a positive outcome, few commented adequately on the philosophical reasons for *Candide*'s decision, and overlooked the essential element *sans raisonner*, preferring to narrate the events which brought him to the small-holding.

Musset, *Lorenzaccio*

This text attracted many answers, and the vast majority of commentaries on the passage set were detailed and relevant. It was pleasing to note that most understood the attitudes of both characters in this extract. The role of the cardinal was also grasped in general terms, although some were less clear about his precise agenda in terms of the relationship with Rome. Quite a number believed that his ambition was to secure the papacy.

The essay question produced fewer really good answers than the commentary. A great many essays concentrated on the character's sense of achievement in terms of his personal evolution and his relationship with his mother and friends. Less attention was paid to the negative aspects of the outcome of the murder, and Examiners would have welcomed more comment on the implications of the word *navré*. Some essays even ended on a note of triumph, failing to mention the *leitmotif* of Lorenzo's utter frustration at the failure of the people to rise to the occasion.

Baudelaire, *Choix de poèmes*

It came as no surprise that, as in previous years, few candidates chose this text. It has been noted before that there seems to be an undue preoccupation with a biographical approach to the poems. The role of General Aupic was again emphasised by some candidates, and it is difficult to see why mention needs to be made of his role in the poet's life when analysing the effects of *spleen*. It was evident that most candidates could not respond positively to the invitation to relate this poem to others in the *spleen* cycle, as the other poems referred to tended to be chosen at random.

A few candidates who chose this question seemed to have little or no knowledge of the poems, relying on paraphrase and subjective comments. It should be noted that Examiners cannot give credit for work which fails to demonstrate some measure of familiarity with the text.

Very few opted for the essay question here - those who did found it challenging.

Gide, *La Symphonie pastorale*

A large proportion of candidates wrote on this text, and there was inevitably a wide range of performance. Almost all who attempted this question showed a clear understanding of the situation and its implications, and scored at least adequate marks. The discriminating element in **(a)** was the question inviting candidates to give close attention to phrases which brought out aspects of the pastor's character. Those who were able to focus on the elements of self-justification and above all the fear of self-awareness scored particularly well. In **(iii)**, not all candidates referred to the conversations with Amélie and Gertrude as well as the one with Jacques. Answers which were rigorously censorious of the pastor's behaviour were less impressive than those which registered the moral ambiguities through which Gide sought to avoid a 'black and white' response from the reader.

Those who chose the essay question were generally well prepared. Inevitably, there was much unnecessary narrative. The best marks went to those who supplied the widest range of relevant details, as some candidates spent too long writing about Gertrude's anxieties concerning Amélie, perhaps at the expense of exploring the inadequacies of the education dispensed by the pastor.

Bazin, *Vipère au poing*

This was also a popular choice of text, and the majority of candidates showed detailed knowledge and a good understanding of the characters. Few, however, could draw out the linguistic features which produced the intensity. While most scored reasonably good marks on the commentary question, only some got very good marks by seeing that the third question needed a discussion of future developments in the story rather than a reiteration of points already made in the previous questions.

Many answers to the essay questions lacked balance, in that the 'authority' aspect generated lengthy discussion of Mme Rezeau's régime at the expense of the issues of religious faith (e.g. the role of the tutors, confession, etc.) and any display of affection being perceived as a snare and a delusion. That said, there was much to commend in many of the answers on this text.

La Terre

This topic attracted fewer answers than the other two, and of those candidates who chose it, most answered **Question 8**, which proved to be a generally sound choice for those who had studied Pagnol and Zobel. The latter text provided a suitable basis for discussion of '*la vie des paysans*', whereas not all candidates pointed out that Jean de Florette is a *paysan* by choice! Those who chose **Question 7** often provided well-balanced answers which did not seek merely to emphasise the negative aspects of the relationship between the land and those who live on it. This was refreshing. There were not many references to *La Mare au diable* or *Regain*.

La Guerre

As in previous years, many candidates found it difficult to relate their studies to the questions. In a number of cases it was difficult to work out which question the candidate had chosen, until it was tacked on at the end of a section. Some even introduced all three titles into their essays, showing scant regard for the focus and relevance which earns a good score. The weakest candidates wrote general essays on war with little or no reference to any literary text, and could not be given credit where no reading was in evidence.

Question 9 proved to be an unwise choice for most who selected it, as references to children were hard to find, and often confined, somewhat unsatisfactorily, to the niece in *Le Silence de la mer*. That said, there were plenty of valid examples of the kind of behaviour evoked by the question.

Once again, *Boule de suif* was discussed in all three essays, often in ways which did not relate adequately to the question. Whilst it could be argued that the characters are 'hard' on Elizabeth Rousset, there is no evidence that they are behaving entirely out of character because of the particular situation described! There was also much contrived argument about *vainqueurs* and *vaincus* in relation to the Prussian officer and Boule de suif.

Question 10 generated many long essays detailing many of the negative effects of war. The occasional references to self-defence and the defence of freedom were welcome.

Question 11 gave many candidates the opportunity to analyse the Vercors text and Maupassant stories in which the enemy is made to suffer. The choice of suitable stories tended to determine the effectiveness of candidates' responses.

There were very few references to the Duhamel text this year.

La Jeunesse

The choice of essay title and the ability to focus on it were crucial to the achievement of a good score on this section, as many candidates wrote at length about the problems of adolescent characters rather than tackling the issues raised by the questions.

Question 11 required some analysis of what might be the manifestations of optimism in the young, and whether or not the experience of passing from youth to adulthood is necessarily a negative one. The most successful answers here were those which concentrated on *Le Grand Meaulnes*, whereas many candidates were far from clear of the implications of the title for Phil and Vinca or for Josyane.

Much the same could be said for **Question 13**. The problem here was that many wrote at length about life's limitations and problems for the characters as adolescents, rather than considering the phrase *devenir adulte*.

Question 14 lent itself well to a discussion of the dreams of the characters in any or all of the texts, and answers here tended to be more appropriately geared to the question than those to **Question 12** and **Question 13**. This again demonstrates how candidates tend to score better when they choose carefully and write relevantly. The second section of future papers will offer a choice of questions on each text, and it is hoped that there will be evidence that candidates will exercise this choice with due care and to their own advantage.

Paper 9112/05

Essay

General comments

A choice of six titles was given. The essay was marked out of 40, with 24 marks being given for Language and 16 for Content. Scores obtained ranged from single figures to full marks. The titles of some essays were misinterpreted by candidates (see below). The best candidates showed originality and depth of thought, combined with excellent control of syntax and style. At the other end of the scale, candidates showed little grammatical awareness and produced essays which either showed little original or cohesive thought or appeared to be adapted versions of pre-prepared material.

Common problems encountered included the following:

Spellings:

- confusion between the suffixes *-ence* and *-ance*, e.g. *délinquance*,
- Anglicised spellings, e.g. *un délinquent* for *un délinquant*,
- plural for singular, e.g. *un jeux-vidéo*,
- spelling of homonyms, *ça/sa, ces/ses, on/ont*,
- common spellings, *ressources, autorité, agressif, aggression*, plural of *gaz* as *gazes*,
- confusion between *ces, ses, s'est* and *c'est*.

Grammar and vocabulary:

- agreement of *tel/tel que*,
- use of *personnes* for *gens*,
- confusion of *leur* (indirect pronoun) with *leurs* (possessive adjective),
- dropping of *ne* in negative constructions and with *ne...que*,
- repetition, e.g. *voire même, souvent des fois*,
- allowing inversion to influence the verb form, e.g. *les conduites qu'adoptent la jeunesse*,
- confusion between *meilleur* and *mieux*,
- overuse of *en*, e.g. *Il y en a des parents qui...*,
- lack of awareness of written forms, e.g. *les estratèrest* for *les extraterrestres* (in video games),
- Use of *où* to mean something like 'in the case of which', e.g. *Vous avez les jeunes où les parents travaillent jour et nuit*.

Comments on specific questions

Question 1

This question was very popular, and candidates seemed well prepared. The title was occasionally misinterpreted as meaning that parents had less influence over their children than over their friends. Some candidates even had parents' friends influencing their parents. The French can only mean that parents have less influence over their children than their friends have over them. While the best essays examined the case, ascribed reasons for the influence and reached sensible conclusions, the poorer ones merely listed a catalogue of problems associated with youth and the generation gap. It was not uncommon to find sentences of the type *Actuellement nous vivons dans un monde moderne*, as if this had not always been the case!

Question 2

This question was less popular and the standard of answers was not so good. In many cases, the essay simply turned into a standard essay on urban pollution. The better answers examined both the benefits and disadvantages of city life. The question of what constituted a *grande ville* was sometimes focused on Mauritius rather than on major world cities. Few candidates concluded that the suggestion in the title was a realistic option.

Question 3

This was very popular. The title, however, was not always given full consideration, and many candidates took the opportunity to write a general essay on the problems of pollution. The title of the essay was intended to be ironic, but too few candidates really examined the question of what might happen if *homo sapiens* were to disappear from the planet. The more unbalanced essays merely listed the problems of pollution, nuclear energy, genetically modified foods, etc. A number of factual inaccuracies inevitably occurred, e.g. *Il n'y a plus de vie dans l'Océan Atlantique à cause des essais nucléaires*.

Question 4

This question was often treated in a topical fashion, with the war in Afghanistan being used as an example. (The essay had, of course, been set long before the events of September 11th 2001, and no particular topical reference was intended.) Weaker candidates wrote about violence in general and social unrest in Mauritius in particular. Knowledge of current affairs was not always accurate, and history also suffered at the hands of weaker candidates (*Hitler a exterminé 6 000 000 Nazis dans les camps de concentration*). Stronger candidates were able to give a balanced view of the two sides of the question. Nearly all concluded that wars were justified (or justifiable) in some cases.

Question 5

With **Question 1**, this was among the most popular questions. Even weaker candidates argued quite well for the beneficial, as well as the detrimental, effects of video games. Weaker candidates, however, often failed to form the singular *jeu-vidéo* from the plural given in the title. Considerable knowledge of these games was shown. The correct construction with *jouer* (i.e. *jouer à*) was not always used. All answers to this question were relevant, but few candidates distinguished themselves by originality.

Question 6

This question was not popular. Very few candidates attempted it, despite the provocative nature of the title. At least one answer was extremely good, scoring the maximum mark available.

<p>Paper 9112/06 Directed Writing</p>

General comments

It is pleasing to report that most of the candidates were well prepared for this paper. Their approach was efficient and many achieved very high marks. The majority of candidates were on familiar terms with the material, although even in the case of the best candidates there was, of course, an occasional

misunderstanding of nuance. Indeed, a very small number of candidates made approximate interpretations, sometimes amounting to fundamental misunderstanding, both of questions and text. There was greater attention to grammatical correctness from a fair number of candidates than had sometimes previously been the case. However, punctuation and logical sentence construction were sometimes neglected. The paper discriminated very well between the various levels of achievement, with marks ranging from 6/40 to 38/40. The general run of marks was in the high 20's and low 30's.

Comments on specific questions

Question 1

Strict reference to the text is essential throughout this question.

- (a) A surprising number, even of the best candidates, did not spot the implication here of political correctness. A reference either to *un régime socialiste* or to the fact that *on n'aime pas utiliser en France des expressions telles que jeunes criminels* is appropriate at the beginning of this answer, although care must be taken here, as throughout the paper, not to rewrite the question. Most candidates made a reasonable attempt to incorporate the information given in line 3 of the text, with some focus on 'high-immigrant areas' and 'outskirts of... cities'.
- (b) Most candidates offered a large number of *exemples* of the *incivilités* given in lines 3 and 4, although two references would have sufficed. Candidates had no difficulty here with Content, but they often made mistakes of agreement, of which the most common was *bâtiments publiques*. The following kind of opening was unfortunately not rare: *Les incivilités sont brisé les vitres*. It was quite common for two marks to be given for Content and none for Language.
- (c) A very small number of candidates responded to the request for *chiffres* by writing $\frac{1}{4}$, $\frac{1}{2}$, 167, although this was clearly not the object of the question. A considerable amount of information could be gleaned from the relevant lines (7–10) and was entirely acceptable. On the other hand, some candidates chose to restrict their answer to information given in line 9: *Presque le quart des crimes sont commis par ceux qui ont moins de 18 ans*, thereby gaining full marks for their answer.
- (d) Candidates had little difficulty with Content, although a number referred to *un atmosphère de...* and in connection with the second part of the question, many used the term *situation inquiétant*. Chirac and Jospin sometimes swapped rôles, but without penalty to the candidates.

Question 2

Perhaps as many as half of the candidates ignored the word limit (140 words) by a considerable amount. In fairness to all candidates, the Examiner must ignore material which is significantly in excess of this limit. If the second part of the answer (*Que pensez-vous de...?*) does not start until the limit has been reached, then candidates cannot gain the 5 Content marks earmarked for this section. It is normally the more fluent, but less disciplined candidates who lose marks in this way.

Apart from this basic criticism, the general handling of the material by the candidates and their personal responses to the issues raised were of a very high standard.

The *réformes annoncées par M. Jospin* were easily identified in the text, but not always as easily presented in unambiguous French. Here is a typical example: *M Jospin informe qu'il est déterminé a [sic] faire de la loi et l'ordre sa priorité après le chaumage [sic]*. This would deserve a mark for Content, but would not enhance the linguistic or stylistic appeal (hence the overall mark) of the answer. The sense of line 18, 'an **extra** 7,000 policemen', was often overlooked. 'Curfews and zero tolerance' (lines 21 and 22) were sometimes presented so they meant the opposite of what was intended. Many accidental slips and ambiguities could be avoided by a scrupulous early reading of the text. However, 'detention centres' (line 19) gave no problems. Anglicisms often occurred. There was widespread confusion between past participles ending in *-é* and infinitives ending in *-er*.

The rigour imposed by the length limit means that the second part of the answer (*Que pensez-vous?*) should not contain a re-run (even from a contrary viewpoint) of the points made in the first half of the answer and that translation of portions of the text should certainly be avoided. Marks cannot be given for repetition. What is required here, as illustrated by very many candidates, are a few simply expressed personal comments on the central issues.

FRENCH LANGUAGE

GCE Advanced Subsidiary Level

<p>Paper 8682/01 Speaking</p>

General comments

Examinations were generally well conducted and assessed. The quality of recording was rather better than in the past, though there are still one or two Centres which need to rethink their recording arrangements to ensure that candidates are heard clearly. The room in which the examinations are conducted needs to be of an appropriate size, so that the echo effect is minimised, and should be as far away as possible from extraneous noise. Microphones need to be placed to favour candidates, as their voices are frequently quieter than those of Teacher/Examiners.

As far as the administration of the oral examination is concerned, please ensure that only one syllabus is recorded on a cassette. This cassette should be properly labelled, both audibly, by the Examiner identifying the syllabus, Centre and each candidate by name and number, and visibly, by a label on the cassette giving the same information, together with which candidates appear on which side of the cassette. It is often difficult to identify inadequately labelled cassettes which have become separated from their accompanying paperwork. Please note, it is preferable not to interrupt a candidate in the middle of his/her examination in order to change a cassette – only **two** twenty minute orals should be recorded per side of a C90, and only **one** per side of a C60 cassette.

A mark for each element of the examination should be entered in each column of the Working Mark Sheet, rather than a global total, or a total for each section. The mark scheme as set out in the syllabus gives descriptors for each level of achievement and the mark scheme contains no half marks. The total mark should be transferred to the MS1 and the addition and transcription of marks should be checked before despatch. A copy of the Working Mark Sheet, together with the Moderator's copy of the MS1 should accompany the cassette(s).

In the interests of standardisation, timings as set out in the syllabus should be observed, in order to allow a balance between prepared and unprepared topics and a fair comparison between candidates.

With regard to the oral itself, candidates should be reminded before they start preparing their presentations that reference should be made to France/francophone culture. If this is not the case, their mark for the content/presentation element of the presentation will be halved. Candidates should also be aware that they are expected to ask questions of their Teacher/Examiner in **both** conversation sections. Teacher/Examiners should prompt them to do so if they ask no questions during the natural course of conversation, but where they do not ask questions in one conversation section, **no marks can be awarded for this element of the examination**, regardless of how many questions they may ask/have asked in the other conversation section.

Please note, it is not necessary to have an Invigilator in the room in which the examination takes place.

Presentation

Candidates chose a wide variety of topics, ranging from artistic/literary areas such as *Impressionisme*, *Van Gogh*, *St Exupéry*, *J.J. Rousseau*, *Cinéma*, to social themes such as family, health, education, together with the perennial favourites such as *Le SIDA*, *Le tabagisme*, *Pollution*, *Racisme*, *Immigration*. There were a number of potentially interesting topics such as *Le terrorisme*, *La xénophobie*, *La culture contemporaine*, but unfortunately these lacked any reference to francophone culture, as did a number of presentations dealing with *Le sport*. Candidates should be advised against such topics as *Les loisirs des jeunes Espagnols* unless they are prepared to provide comparisons with French youth, for example.

Presentations often showed a lack of spontaneity: candidates are allowed a cue card with up to five headings, but they frequently sounded as if they were reading from a script, or had learnt their entire speech by heart. Candidates may need to be persuaded that it is better not to struggle to compress everything they know about a subject into a three-minute speech, but rather to have a clear idea of the structure of their topic, and sufficient material to develop it in the Topic Conversation. Examiners' questions in the Topic Conversation often produced word for word what had been said in the Presentation.

Topic Conversation

This section is intended to develop the areas touched on in the Presentation, so questions from the Examiner should be of the "how?" "why?" type, rather than questions which can be answered by *oui* or *non*. Examiners and candidates alike should be prepared to discuss the chosen theme, and candidates should be prepared both to express and defend their own viewpoint. They should also be aware of the requirement to ask questions of the Teacher/Examiner, or marks cannot be awarded for seeking information and opinions. Examiners should prompt for questions near the end of the topic conversation section if none have been asked.

It is helpful to Moderators if the Teacher/Examiner ends the topic conversation section with some sort of statement to the effect that conversation is going to move away from the presentation area to deal with more general subjects.

General Conversation

This section should deal with totally different areas from that chosen by the candidate for his/her presentation. It is intended to allow candidates to show the breadth of their interests and varied vocabulary and structures, so should deal with more demanding subject areas than after school activities or holiday destinations. Both of the latter areas would be appropriate as a jumping off point for more serious discussions, such as students who need jobs in order to fund their education, or comparisons between lifestyles in different countries, but candidates need to be given the opportunity to engage in more demanding conversations. The aim of the Teacher/Examiner should not be to ask a series of questions, each on a different topic, allowing a candidate to recite a prepared answer for each, but to develop any topic as far as the interests/abilities of the candidate allow.

Once again candidates may need prompting near the end of this section to ask questions, so that they have the chance to score marks for this element of the examination.

Overall, Centres had worked hard with candidates to prepare them for the examination, and the majority of candidates showed that they were able to sustain a conversation at an appropriate level.

<p>Paper 8682/02 Reading and Writing</p>
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General comments

There was a wide range of performance on this paper. At the higher end, candidates responded well to questions and wrote fluently and accurately. For some, however, it was clear that they did not have enough time, and they failed to complete the paper.

It is important for Teachers who prepare candidates for this paper to know the approach of Examiners when assessing questions on this paper. Although more specific comments are made later, it is worth repeating some points of a general nature which have already been made in the report on the June examination.

With regard to **Questions 3** and **4**, where candidates are required to answer in French, they should not waste time repeating the question as part of their answer. No marks can be gained in this way, and a good deal of time is lost.

Candidates should not copy extended sections verbatim from the texts in answers to these questions. The rubric asks candidates to answer *sans copier mot à mot des phrases entières du texte*. Although candidates may use material from the passage in their answers, they are required to answer in a way that demonstrates

understanding of the text. Copying wholesale from the text does not show such comprehension. Therefore, the candidate must demonstrate some ability to manipulate the linguistic material of the text. Even quite small changes will usually show that the candidate can handle the ideas as well as the language. Alternatively, candidates should show some explanation, by adding to or extending the quoted material.

Other questions may be asked by Teachers preparing candidates for the exam:

- How is copying from the text penalised?

Examiners mark positively and are not looking for penalties. If, however, an answer consists of an extended quotation with no indication of understanding as explained above, credit cannot be gained and the marks may not be awarded.

- What about irrelevant material?

It is very likely that an unselective answer will fail because of copying from the text. It is probably always the case that a candidate who follows this technique has not understood the specificity of the question or the relevance of the text and therefore is not demonstrating understanding.

- What about the link between 'content' and 'quality of language'?

Quality of language marks are given globally for the whole performance on a set of answers to questions. There is a necessary link between content and quality of language. If a candidate scores 0 for all content, it would be impossible to give any mark for language. (If this were not true, any irrelevant or faulty set of answers could be rewarded.) Therefore, if individual questions score 0 for content, the final mark for language should be adjusted accordingly. The mark scheme gives more details of the way in which the balance of credit for language and content is achieved.

With regard to **Question 5**, candidates lose marks if they write a general essay rather than a summary of specific points in the original passage. More will be said about this later in this report.

The same 5-point language grid is used for assessing quality of language in each of **Questions 4, 5 and 6**. This means that candidates must maintain a good level of accuracy throughout the paper if they are to score high marks overall.

Comments on specific questions

Question 1

This task provided a wide range of responses. Some candidates had no real problems relating the words given from the text to one of the definitions proposed. Others found great difficulty and were clearly guessing wildly. Most candidates managed to relate *credo* to *conviction très forte*, but *spontanément* and *renchérit* proved more demanding.

Question 2

Many candidates find this type of restructuring of sentences difficult, even when their performance in other aspects of the paper is sound. Often, bits of the sentence are strung together with a complete disregard for grammatical connections between words. The other main failing is to omit significant parts of the restructured sentence. This type of reformulation task is a strong test of grammatical knowledge and many candidates found it difficult to score more than 1 or 2. Sentence **(b)** caused fewest problems, requiring only the use of an infinitive after *On doit (tenter...)*. Sentence **(d)** also proved accessible. But the agreement after preceding direct object in **(e)** proved problematic for many, as did the construction following *chacun* in **(d)**.

Question 3

In general, the questions required a straightforward rendering of factual information from the passage, and created no real problems. This was particularly true of the questions under **(a)** and **(c)**, which required a listing of specific features.

Question **(b)** required more analysis, and candidates needed to use *cependant*, *d'autre part* or some similar adverb to indicate contrast between contradictory views.

In giving an answer to **(d)**, *Décrivez le système Praxitel...*, candidates must try to get away from quoting the text, as was pointed out earlier. The answer, *c'est une formule...qui permet l'utilisation en libre-service de Clio électriques qu'on emprunte à un endroit et abandonne ailleurs* gives the Examiner absolutely no indication that there has been any understanding of the text. This is where some manipulation of the material or use of a synonym will be enough to show comprehension, e.g. *on peut utiliser...on peut emprunter...on peut laisser la voiture ailleurs* etc. Question **(e)** required the candidate to unravel quite a complex sentence to find that the answer lay in *prendre des mesures incitatives...*

Question 4

The questions on this passage were not as factually explicit as those in **Question 3**. When a question begins *Pourquoi...?*, it is always an indication that the candidate must be prepared to read further into the passage. In answers to all the questions, quoting verbatim from the text was a problem, for example, re-using a phrase such as *la hantise des vols* is not helpful to the candidate, who could just as easily write, *on a peur des voleurs* or something similar. Reproducing the text was particularly prevalent in **(c)**, where a statement such as *Le moment est venu de concrétiser l'évolution en cours...*, etc. had clearly not been understood. In **(f)**, the tense *quelle était la situation à Paris* was important to score full marks.

Question 5

It is important that candidates stick to the word limit in this question. Part of the exercise is to get the candidate to focus on a summary of main issues. It would be unfair to candidates who do find ways of summarising succinctly, if lengthy essays in excess of 200 words were given full marks. Therefore, 140 words is the aim, and only limited latitude allowed to complete a sentence beyond that figure. Clearly, this is of great importance to candidates. If they write an extended piece, they will lose any credit for their personal opinions which come at the end of their mini-essay.

It is also important to recognise the importance of the wording of the rubric defining the task. There were two clear areas indicated for the summary here: *Résumez les problèmes...ainsi que les solutions proposées*. The mark-scheme is constructed to take account of this structured task. Candidates will gain no marks for the summary part of the question if they do not refer in detail to aspects of the passages which are concerned with these issues. They should not treat this as an invitation to write a general essay. Ten marks are available for specific points made in this way. The remaining five points for content require the candidate to make a brief personal response to the theme, which is marked as a mini-essay, taking account of ideas, personal point of view and interest of the response. To be able to score the full 5 marks for personal response, the candidate must have enough words left. The last 40-50 words might be an acceptable proportion, relating to the marks awarded. Language is marked on a global assessment out of a possible total of 5.

Paper 8682/03

Essay

General comments

This year's answers displayed quite a wide spread of linguistic ability, ranging from the consistently accurate and fluent, to a number of scripts which reflected little ability to go beyond the productive use of IGCSE grammar.

Stronger candidates produced answers that read easily, that were quite ambitious in the use of complex structures and that contained varied and interesting vocabulary. Answers generally remained relevant to the question, and contained a good range of examples and references. Essays were competently structured, with well paragraphed arguments leading to a sound conclusion. The following are examples of work in this category:

- *Quoique le système d'éducation dans mon pays soit pour la plupart efficace, à mon avis certains changements sont nécessaires.*
- *Personne ne peut nier le fait que la société moderne est obsédée par la sécurité; soit publique, soit personnelle.*
- *Il serait faux pourtant de croire que l'agressivité n'existe pas dans les pays tiersmondistes.*

Candidates in the middle of the range displayed a fair level of accuracy, with common tenses and verb forms mostly correctly formed. Expression tended to be rather forced but showed an attempt at variety. There was some variation in the choice of vocabulary, with some use of less common words. The content of answers in this category was not always relevant, though ideas were usually quite well structured and organised into paragraphs. Conclusions reached were not necessarily related to the main body of the argument. Areas of language in which candidates were not consistently confident included the use of some prepositions, various types of pronouns, some irregular verbs and more difficult tenses. Examples of the types of error found in this category follow.

- *Les problèmes principaux qu'on fait face à ...*
- *Les jeunes, on ne leurs donne pas assez de respect. Il faut donner leur plus.*
- *Certaines compagnies internationales font beaucoup d'argent par exploitant les jeunes.*

Towards the bottom end of the ability range the overall quality of language barely rose above the basic requirements of IGCSE French. Scripts displayed persistent errors in tense and verb forms, and candidates showed that they were having difficulty in handling the agreement of subject and verb endings, the agreement of adjectives, basic pronouns and the spelling and/or gender of essential subject-specific vocabulary. Examples of errors common amongst essays in this category follow.

- Common misspellings: *se* for *c'est*; *qu'y* for *qui*; *car même* for *quand-même*; *malgrê(s)* for *malgré*; *ceux qui* for *ce qui*; *tous le monde*; *vraiment*; *especialement*; *quelques fois*; *chaque-un*, *pour exemple*, *sans doute*, *system*, *problem*.
- Confusion and misuse of *ces* and *ses*.
- Confusion and misuse of *de* and *des*; *Une vie pleine des changements...*, *La plupart de gens...*
- Use of *leur* as an adjective only in its plural form: *Les pays défendent leurs territoire avec leurs armée.*
- Similarly, use of *leur* as an adjective only in its singular form: *Les enfants ne repectent pas leur parents...*
- Verb endings agreeing with the object pronoun instead of with the subject; *Cela nous montrons que...*
- Plural verb endings used as an adjectival ending; *...des choses difficilent à comprendre...*, *Tous ces progrès faitent ..*
- The wrong plural form of common adjectives: *touts* for *tous*, *cettes* for *ces*, *notres* for *nos*, *votres* for *vos*.

Candidates would benefit from leaving themselves with adequate time for a thorough and systematic revision of their essay, re-reading it several times and on each reading checking only one aspect of the language, for example, firstly, all verb forms and endings, then all adjectival agreements and so on.

GERMAN

GCE Advanced Level

Paper 9099/01

Speaking

General comments

There was a wide range of performance, from native speakers to some candidates who had difficulty in expressing themselves in German at this level.

Teachers seem now to be aware of the various requirements and regulations for the Speaking Test. In particular, the need for the candidate to ask the Examiner questions in both the Topic Conversation and the General Conversation.

On the whole, the tests were well examined and assessed.

Individual Centre Reports will highlight any shortcomings.

Paper 9099/02

Listening

General comments

The paper was of a similar difficulty to the paper of June 2001. There was a wide range of performance.

Comments on specific questions

Section 1

Erster Teil: Teil A

Aufgabe 1

Good candidates gave correct answers to all questions. Average candidates tended to answer **Questions 1, 3 and 5** correctly. **Questions 2 and 4** proved to be the most difficult.

Aufgabe 2

Good candidates gave correct answers to all questions. Average candidates tended to tick answers **(c)** and **(d)** correctly, but usually failed to tick the other correct answers **(f)**, **(i)** and **(j)**.

Aufgabe 3

Most candidates, even good ones, failed to read the rubric carefully enough in this exercise and as a result failed to put a cross in two boxes for **Questions 7 and 9**. Those who had understood that more than one box could be crossed sometimes wrongly crossed two boxes instead of one in **Questions 8, 10 or 11**.

Teil B

Candidates who could express themselves in comprehensible German did well in this part, but they sometimes found it difficult to mention more than 2 or 3 points for **Question 12** or more than 1 or 2 points for **Question 15**. Weaker candidates frequently failed to convey the points in intelligible German.

Section 2

Some candidates did not complete this section, leaving a few answers blank. Others seemed to have rushed through it, giving minimal answers to some questions. Centres need to advise candidates about timing their way through the test, so that each part is given appropriate attention.

A few candidates answered in German instead of English, thus losing 30 marks. Centres should remind candidates of the language required for answers in each part of the paper.

For those who made a reasonable attempt at answering each question more thoroughly, the main problem was finding enough relevant points for questions worth more than two marks: **Questions 18 (b), 19 (b), 20 to 24**. Good candidates were able to make most points succinctly, whereas weaker candidates conveyed much less at greater length.

<p>Paper 9099/03 Reading and Writing</p>
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General comments

Despite the comparatively small number of candidates, there was, as usual, a large range of achievement in the paper, although hardly any candidates found it totally beyond them. Most questions were answered appropriately by almost all candidates, with stronger candidates sometimes tending to write too little rather than too much.

Comments on specific questions

Question 1

This question proved fairly straightforward. Not all candidates understood the word *fiel* in the first sentence, but otherwise this presented few difficulties.

Question 2

Parts (c) and (e) caused the most problems, but there were several completely correct answers, and few candidates scored below 3 out of 6.

Question 3

Providing the line numbers where answers could be found clearly helped to concentrate candidates on the right information in this question, and most candidates were able to give at least part of the required answer. Many were able to give full answers, although some seemed to miss the 'blackmail element' with regard to single mothers and employees.

Question 4

Good candidates, who were the majority, coped fairly easily with this question and could clearly understand and manipulate the language comfortably. Weaker candidates often found the linguistic demands beyond them and simply wrote the words in a different order.

Questions 5 and 6

There was, as usual, a considerable difference between the many good candidates, who clearly understood the second text well and were able to answer the questions in a way which showed this understanding, and those whose understanding was rather more vague. A few of these very good candidates were too brief in their answers and lost marks through failing to mention some details, but most were able to give full answers. Weaker candidates usually showed some comprehension, but lifted too much directly from the texts to gain as much as their comprehension probably deserved. Of course, vocabulary from the text can be used, but candidates need to manipulate the language to show clearly that they understand what they are writing. Many candidates gained a large number of Content marks in **Question 6** by using the two texts sensibly, while a few picked on one or two points and discussed them at some length; these candidates will have spent a good deal of time gaining few marks.

Question 7

This question was generally sensibly answered, most candidates sticking to the information required, although there was inevitably a considerable variation in the linguistic accuracy. Even so, most candidates gained at least the Content marks.

Question 8

Much of the above was true for this question, where almost all candidates wrote at appropriate length. Some candidates had difficulty understanding some of the professor's words, and some otherwise strong candidates had little to say about the second part of the question, but in general, this question was well done.

Paper 9099/04

Essay

General comments

All questions, except 3 (*Kultur und Medien*) were attempted but the essay titles on *Gesundheit* proved to be by far the most popular.

As has been pointed out in earlier reports, there was some tendency to write a more general essay than the one set for the examination. For example, the theme of *Gesundheit und Fitness* asked specifically for an essay on food and diet, but often developed into a general essay including sport and fitness. There was a wide range of performance from a limited number of candidates. There was the usual crop of linguistic problems amongst weaker candidates who failed to handle the inflexions of verbs and adjectives as might be hoped for at A Level. The published mark scheme sets out the detailed requirements for accuracy, fluency etc., and it will be clear from this scheme that significant weight in the essay is placed upon the quality of language. However, there were fewer really linguistically weak essays as a proportion of the whole entry. The improvement in planning, mentioned last year, was also evident this year. Titles set are intended to provoke discussion, and this is not helped when candidates state their conclusions at the outset, or feel that they must slavishly agree with the quotation given.

Comments on specific questions

Question 1

Many candidates tackled the theme of *Gesundheit und Fitness*. Essays showed that there had been a considerable amount of preparation and research on the topic. Candidates handled a range of appropriate vocabulary and dietary details with considerable expertise; the only trouble was that very few essays concentrated on the actual issue raised by the title. It was clear that preparation had included a whole range of issues, of which diet was only one. So essays almost invariably dealt with the whole issue of a healthy life style, regular exercise, the importance of sport, etc. Even the essays that did focus on the principal concern of diet did not really focus on the meaning of the quotation *Man ist, was man isst*. The quotation was used as a springboard to talk about food and diet, but candidates had no insights as to what the meaning of this aphorism might be.

Question 2

Ausländer in der BRD

Some good essays were offered on this theme. Here again, candidates came armed with statistics relating to numbers and nationalities of foreign workers and views on German policies on citizenship. A number of candidates did consider the meaning of the quotation from Max Frisch, but more often the essay dealt with the general topic of foreign workers without focusing on the actual title given.

Question 3

Kultur und Medien

There were no essays on this question.

Question 4

Eine deutsche Stadt

There were two good essays, one dealing with Bremen, the other with Stuttgart. Both gave extensive historical and geographical details and were written in excellent German.

Question 5

Schulbildung und Qualifikationen

A small number of essays on this theme - all took the view that education means more than collecting qualifications.

Question 6

Naturwissenschaftliche Forschung und Genmanipulation

The candidates who chose this option needed to command some quite technical vocabulary and scientific knowledge. As with earlier titles, candidates had clearly benefited from time for research, and all the essays seen were well documented and in control of appropriate terminology.

<p>Paper 9099/05 Texts/Thematic Studies</p>

General comments

The entry numbers for this paper were extremely small, but overall the performance was quite good. The majority of the essays showed evidence of detailed knowledge of the texts chosen and a reasonable capacity to express thoughts and arguments in clear, if unsophisticated, German. A greater proportion of candidates chose to answer questions from Section B, Thematic Studies, which gave scope for addressing wider issues and displaying a more varied knowledge of German texts. The majority tended to choose their supplementary material from newspaper or magazine articles rather than other works of literature; these works were mainly well integrated into the argument, particularly in the case of those candidates who chose **Question 7 (d)** (see below). Unfortunately, a small proportion of candidates seemed unaware of the fact that they had to have read supplementary material or, having read other texts, that they needed to do more than mention the names of the texts without further reference to their content. Cases where no supplementary material was used appeared to be linked to specific Centres rather than to individual candidates within a Centre. It is important that Centres instruct their candidates in the examination requirements, as a candidate who fails to comply with the rubric is unable to achieve top marks, however good the essay as a whole may be.

Comments on specific questions

As stated above, the number of candidates for this paper was small, therefore certain essay questions, particularly in Section A, were not attempted by any candidate.

Section A: TEXTS

Question 1

Andersch: Sansibar oder der letzte Grund

Only one candidate attempted this question, choosing to answer the context question, **(a)**.

Question 2

Brecht: Der gute Mensch von Sezuan

(a) Two candidates chose this question. Both found it rather difficult and tended to become entangled in the complexities of the story in their attempts to explain Brecht's *Weltanschauung*.

- (b) This was the more popular of the two options, but again candidates tended to grapple with the story rather than answer the question. There were, however, some perceptive comments about survival in a hostile world and the increase in Shen Te's predicament once she becomes pregnant.

Question 3

Durrenmatt: Der Besuch der alten Dame

This was the most popular of the texts in **Section 1**, with answers evenly divided between (a) and (b). As with **Question 2**, there was considerable retelling of the story in both answers.

- (a) Some good points were made in the answers to this question, most particularly when the savagery of Claire's reaction to Ill's conduct was considered.
- (b) Comments were also made in these essays as to the savagery of Claire's revenge. However, most candidates seemed to feel that the *Güllener* were largely, if not wholly, innocent of any wrongdoing towards Claire in her youth; this is not born out by references in the text.

Question 4

Frisch: Biedermann und die Brandstifter

Only one candidate attempted this question, choosing to answer part (b).

Question 5

Storm: Der Schimmelreiter

Nobody attempted part (a) and only two candidates attempted part (b). Both made relevant comments about the conflict between Old and New and chose suitable quotations to support their arguments. This text was also used by a number of candidates to answer questions on *Der Aussenseiter* in **Section B** (see below).

Section B: THEMATIC STUDIES

Question 6

Die Frau in der Gesellschaft

This was a popular topic, the main text used being, without exception, *Katharina Blum*.

- (a) Nine candidates chose this question. On the whole, they provided relevant examples illustrating the conflict of interests between men and women.
- (b) This was a difficult question to choose when the main text was *Katharina Blum*. While some evidence was found concerning the choice between family and career, there was a need for strong supplementary material. Unfortunately, none of the three candidates who chose this question used any such material.
- (c) As with part (b), three candidates chose this question, but failed to support their arguments with any supplementary material.

Question 7

Der Aussenseiter

This was the most popular topic in **Section B**, the majority of the candidates choosing (d) or (f) and taking either *Der Schimmelreiter* or *Andorra* as their main text.

- (d) Nine candidates chose this question. The answers were mainly perceptive, taking into account the varied reasons, which make a person into an outsider. Supplementary material from newspaper and magazine articles was well chosen.

- (e) Only four candidates chose this question and it proved to be rather difficult. Even those who chose *Der Schimmelreiter* as their text failed to differentiate clearly between self-interest and selflessness as a motivating force.
- (f) Ten candidates attempted this question, largely choosing *Andorra* as their main text. Too many tended to retell the story and to be unclear in discussing Andri's actual nationality, but better candidates showed they were aware of how Andri developed into the personality imposed on him by the outside world.

Question 8

Familienverhältnisse

No candidates attempted any of the questions on this topic.

Question 9

Gerechtigkeit und das Gesetz

Only (k) was attempted, by three candidates. All used *Der Besuch der alten Dame* as their main text, but unfortunately, had no supplementary material to support their arguments.

GCE Ordinary Level

Paper 3025/01

Writing

General comments

This paper produced a good range of marks and proved a challenging test for the best candidates, as well as accommodating the weakest. The top candidates provided an exceptionally high standard of German, writing with accuracy, fluency and imagination. The weaker candidates were able to complete all the questions, finding sufficient material to produce the required number of words.

Comments on specific questions

Question 1

The vast majority of candidates attempted this question and coped well with the demands of vocabulary and structure. Pictures 3 and 4 presented the major difficulties with vocabulary and verb tenses, but most candidates improvised well.

Question 2

Few candidates opted for this question, those that did chose option (a). All candidates were able to find sufficient material for the required number of words and generally produced a good range of vocabulary and idiom.

Question 3

This question was attempted by the vast majority of candidates, who coped well with the vocabulary and grammatical demands. The major problems were posed by:

1. 'sat down'
2. 'was afraid of him'
3. 'looked at the clock'
4. 'was preparing'
5. 'put on'

- 6. 'cycled off'
- 7. 'exhausted'
- 8. 'main entrance'
- 9. 'what is the matter?'
- 10. 'thanked'
- 11. 'looked relieved'.

Paper 3025/02
Reading Comprehension

General comments

Almost all the candidates who took this paper were adequately prepared for the tasks they had to do and were able to cope well with the level of the German in the tasks in **Section 1**. Many candidates, however, found the text and questions about Becker in Wimbledon a much sterner test. The **Section 3** cloze-type test is a higher-order test and again this year was only done well by the very best candidates. A quarter of the candidates lost 10 marks or less overall. The vast majority of candidates scored between 21 and 49 marks, with only a very few scoring 20 or less.

Comments on specific questions

Section 1

Most candidates achieved a high score here and there were no questions here that candidates consistently got wrong.

Section 2

Many candidates lost marks, but again there was no clear pattern and all the questions were answered correctly by a good number of candidates.

Section 3

The expressions *meiner Meinung nach* and *ab und zu* caused some problems. Even candidates who were not yet fully ready for this section were able to score a few points on some of the easier items like **Questions 31 and 42** in particular, as well as **Question 46** where a wide range of adjectives will make good sense.

Erster Teil

- | | |
|--|--|
| <ul style="list-style-type: none"> 1 B A A D D D | <ul style="list-style-type: none"> 2 C D B E F G |
|--|--|

Zweiter Teil

- | | |
|--|--|
| <ul style="list-style-type: none"> 3 NEIN JA JA JA NEIN NEIN NEIN JA | <ul style="list-style-type: none"> 1 2 A A B B C A B C |
|--|--|

Dritter Teil

- 31** der meiner unserer
- 32** machen studieren haben
- 33** nach
- 34** kann mag könnte wird möchte
- 35** dass weil
- 36** bin

37 sind
38 vielen allen den
39 mich
40 zu
41 vor
42 die meine unsere
43 weil da
44 begonnen angefangen probiert versucht gekochen
45 geworden
46 grosse keline schöne etc etc
47 aller der
48 selber allein manchmal gut
49 mache tue muss soll
50 keine

GERMAN LANGUAGE

GCE Advanced Subsidiary Level

Paper 8683/01

Speaking

General comments

There was a wide range of performance, from native speakers to some candidates who had difficulty in expressing themselves in German at this level.

Teachers seem now to be aware of the various requirements and regulations for the Speaking Test. In particular, the need for the candidate to ask the Examiner questions in both the Topic Conversation and the General Conversation.

On the whole, the tests were well examined and assessed.

Individual Centre Reports will highlight any shortcomings.

Paper 8683/02

Reading and Writing

No Report available.

Paper 8683/03

Essay

No Report available.

HINDI (Mauritius)

GCE Advanced Level

Paper 9160/01

Essay, Translation and Comprehension

General comments

The majority of the candidates were in the middle bracket of achievement. Some candidates scored marks in the seventies and a few were outstanding, achieving marks in the eighties. However, a number of candidates under-performed, mainly owing to dialect usage and an uncertain grasp of grammar, and because the spread of vocabulary is somewhat limited. The two most frequent grammatical problems noted were as follows.

- Insufficient use of the polite forms of expression.
- Gender misuse combined with syntactical and spelling errors.

Over the years, however, there has been a steady improvement in the overall standard of performance. This could be enhanced significantly in the coming years if Teachers focused on the two salient features of concern indicated above.

Comments on specific questions

Question 1

Essay

The popular topics were **(a)**, **(d)**, **(e)**, and **(f)**. There were candidates who wrote with some passion and personal feeling on the theme of gender equality, and there were some excellent essays on the theme of growing up in a multi-ethnic country. However, some of the candidates who chose Youth/Fashion as their topic were rather negative in their tone. Some essays were well planned with a sustained thematic progression. Candidates demonstrated sound linguistic ability and also deployed a varied and appropriate vocabulary. However, some of the essays were disconnected, with short sentences, poor paragraphing, grammatical and spelling errors including misspelling of simple, everyday words. A number of essays exceeded the 300-word limit.

Questions 2 and 3

Translations

Both the translation pieces were well received by the candidates. The second sentence in **Question 2** confused most of the candidates, and the first two sentences in **Question 3** baffled almost all of the candidates. A wider, word-specific vocabulary and an improvement in the general grasp of grammar could significantly improve candidates' performance.

Questions 4-12

Comprehension

Most candidates who read the passage carefully, noting the various cues, and who understood the overall context of the passage, performed well in this section. In **Question 4** around half of the candidates answered incorrectly.

Questions 7 and 8

Many answers overlapped in these two questions.

Question 9

Nearly all of the candidates enjoyed answering this particular question and scored high marks.

Question 10

There was some difficulty experienced in this question.

Paper 9160/02

Poetry

General comments

It is pleasing to report that candidates appeared to be well prepared for the examination. However, a small number of candidates failed to abide by the rubric, which in some cases resulted in them answering the wrong number of questions. Nevertheless, the overall performance was of a very high standard.

The two parts of this paper were successful in differentiating across the ability range, with a number of outstanding candidates. At the other end of the spectrum, candidates often lost marks because they failed to distinguish between the apparent and hidden meaning of stimulus material. Candidates would have benefited from spending more time reading through the material.

Although the overall level of understanding was commendable, the responses to the second section of *Part I* were rather disappointing, with a number of candidates misinterpreting the meaning of certain words.

Comments on specific questions

Part I

Question 1

The final sub-section of this question elicited the poorest responses and candidates struggled with vocabulary and expression. The answers on Modern Poetry, especially **(i)**, were rather vague and unsatisfactory.

Part II

Question 2

This question was the most popular choice with around half of all candidates attempting it. They answered extremely well; understanding and application of the subject matter were both well handled.

Question 3

Around a quarter of candidates answered this question. They often appeared to be knowledgeable and their responses were safe. A small number of candidates produced outstanding answers to this question, effectively linking the extracts to the devotional path. Most candidates, however, described the verses without considering the wider perspective demanded by the question.

Question 4

Only a few candidates managed this question. However, their answers were often rather imbalanced, with many candidates writing copiously on one element and ignoring the other substantially. As there was a clear connection between **Questions 3, 4, and 5**, there was sometimes an element of repetition.

Question 5

About a quarter of candidates tackled this question successfully. The answers were of above average standard, because candidates seemed more prepared to link and focus on the major characteristics and the devotional aspect as required.

Question 6

Fewer than half the candidates answered this question. Many candidates produced effective answers. Nevertheless, some marks were lost because they showed insufficient understanding to compare the poems to their full extent.

Question 7

Around a quarter of candidates attempted this question. Candidates found it particularly difficult. Most of the answers described the poem, rather than using the source material to highlight the message.

Question 8

This was the least popular question, answered by only a small number of candidates. Although in some cases an attempt was made to give a descriptive account of 'Moonlight', in most cases the hidden meaning was not made explicit enough to achieve a satisfactory score.

Question 9

Once again, this question was very popular. The majority of candidates handled this question competently. Generally, answers were informative, relevant and well organised.

Conclusion

The overall performance on this paper was good, reflecting a high standard. Focusing on vocabulary and orthography will continue to improve candidate performance, especially in *Part I*. In *Part II*, more emphasis should be placed on the message behind the poems and how to use extracts to illustrate the points candidates wish to make. Therefore, it is advisable to make candidates aware of the various interpretations and implications of the prescribed verses.

Paper 9160/03

Drama, Short Stories and Novels

General comments

The standard of the work produced on this paper has been steadily improving over the past few years. It is a pleasure to report that this trend has continued this year.

In addition, the following areas continue to improve:

- Spelling (especially spellings of authors, poets, characters in the novel, story or drama);
- Grammar (especially agreement rules and the use of plural verbal forms for 'respect' in the context of authors, poets and epic characters, as necessary);
- Presentation, including handwriting.

Candidates at some Centres continue to demonstrate consistently high standards, which indicates the very high level of support given to them by their Teachers. At Centres where candidates have performed consistently poorly, this has arisen mainly because of their inadequate examination skills or inappropriate responses to questions.

Very few candidates demonstrated a lack of understanding or literary sensitivity; nor were there many scripts containing significant factual errors. It is pleasing to note that most candidates are being advised by their Teachers to address directly all the specific components of a question.

However, there are still a number of candidates whose answers tend to be very general, overlooking the focus of the questions attempted. For instance, if a question requires an analysis of a character's contribution to the development of a novel's theme, it is both inappropriate and insufficient to present a detailed profile of that character. Answers need to be focused on the questions themselves. When asked to give their opinion, candidates need to respond so their views, and the reasoning behind them, are made sufficiently clear.

The practice of copying out full questions verbatim on answer sheets should be discouraged, as this wastes a considerable amount of candidates' time. All that is necessary is a clear indication of the number of the question attempted (for example, **1** or **3 (b)** etc). Moreover, where two or three short stories are to be compared, as in **Question 10**, candidates need to be careful that their answer does not up take a disproportionate amount of time. This has happened in a few cases where candidates ran out of time and thus were unable to do justice to the last (fourth) question attempted.

In general, candidate performance is likely to improve if they are taught to answer questions in a focused manner. They should analyse the requirements of the questions and address their answers accordingly. This will serve to save them time and improve the quality of their answers.

MARATHI (Mauritius)

GCE Advanced Level

Paper 9169/01

Essay, Translation and Comprehension

General comments

The overall performance on this paper was pleasing. Candidates attempted all questions and appeared to follow the rubric carefully. Answers were well organised, relevant and showed a reasonable command of the language.

Comments on specific questions

Question 1

Nearly all candidates successfully attempted an essay on one of the topics. The introduction, content and conclusion are heavily weighted in the marking of the essay so candidates who performed well in these areas gained good scores. It is pleasing to note that nearly all candidates organised their subject matter well, with paragraphs arranged in logical sequence. However, certain areas of language need to be improved, as grammatical errors and incorrect structures will result in low marks.

These examples highlight such problems:

- Incorrect structures and verb forms:

हिवाळा नावडते.
उनीळयात आम्हाला आईस्क्रीम खाऊ शकतो.
मुला विचारलत नाही की तो काय करतो.
सरळपणे आपला काम करीन

- Combined words: फालगुण, समजैता, अलपशी

Verbs were not accurately conjugated according to gender and singular or plural forms.

Question 2

Translation of Marathi passage into English

Most candidates' command of English was good and they performed well on this question.

Question 3

Translation of English into Marathi

The performance on this question was disappointing. There were some problems with vocabulary, structure and expression in Marathi, and consequently the scoring was low. Some effort is required to improve this area of translation.

Questions 4–9

These questions were based on the passage for comprehension. Candidates performed well. Rather than copying text straight from the passage, candidates were expected to answer the questions in their own words. Those who did so gained higher marks, as they had demonstrated better comprehension and language skills. Rigorous practice in the reading and comprehension of unseen passages will continue to help and improve candidate performance.

General comments

Candidates performed well on this paper and most achieved fairly high scores. Answers were relevant, well organised and of a good standard.

Comments on specific questions

Question 1

The main objective of this question was to assess candidates' comprehension skills and ability to express themselves. Candidates were expected to interpret the verses and explain their meaning, which few candidates managed to do. Answers were generally relevant but lacked detail, failing to elaborate on specific points and on the underlying meaning of the verses, resulting in poor scores. Some effort is needed to improve performance.

Question 2

No candidate attempted this question.

Question 3

Answers to this question were rather unsatisfactory. Candidates were expected to write critically about the different aspects of the poet's writing. Instead they either wrote a summary or expanded on the text with little relevance to the question. Answers should focus only on what the question requires. Careful guidance will improve candidate performance in this area.

Question 4

Candidates performed well here. However, answers should be supported with quotations from the text, and no candidate fulfilled this requirement.

Question 5

Candidates performed well here, with answers that were apt and highly focused on the question.

Question 6

No candidate attempted this question.

Question 7

Answers to this question were very good, being both detailed and pertinent.

Question 8

Candidates performed very well here - they seemed to prefer narrative to critical questions.

Question 9

No candidate attempted this question.

<p style="text-align: center;">Paper 9169/03 Drama, Short Stories and Novels</p>
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General comments

The overall performance on this paper was good. Candidates' answers were usually detailed and relevant. However, they were not always well organised: organisation of subject matter (paragraphing etc) needs to be addressed.

Comments on specific questions

Questions 4, 5, 6, 7, 8, 10, 16, 17, 18, 19 and 20 were not attempted by any candidates.

Question 1

The objective of this question was to evaluate the author's language and style. Candidates should analyse the characters and their dialogue, as well as describing the writer's style and its effectiveness, with quotations and examples from the drama to support their comments. However, this level of analysis was lacking and hence the performance was poor.

Question 2

Candidates performed very well here. Answers were apt and relevant to the question.

Question 3

This was well answered. However, answers should have been supported with quotations from the drama.

Question 9

Candidates performed well, producing good answers.

Question 11

This question was intended to assess critical ability. Candidates were expected to analyse the story, describing the key features of the plot and the writer's narrative style. Instead, they simply commented on the plot.

Question 12

Candidates performed well on this question.

Question 13

The performance here was unsatisfactory. Candidates were unable to explain how imaginary events were related to the historical facts in the novel and the impact this had.

Question 14

This question was well answered.

Question 15

This question was well attempted and all candidates performed well.

SPANISH

GCE Advanced Level

<p>Paper 9109/01 Speaking</p>

General comments

As usual, the numbers of candidates entering for the November examinations was lower than for the June session. Many of the comments made in the report for that session are also relevant here.

Overall, the standard was generally good. Centres appear to have become familiar with the revisions to the syllabus in recent years and their candidates were well prepared.

Comments on specific aspects of the examination

Presentation

Although the majority of candidates were well equipped to speak for the necessary time, there are still some who fail to prepare appropriately for this task. This section of the test is not just assessed on the candidate's ability to talk in Spanish without interruption for three minutes, but is also marked for content, organisation and relevance. The topic must be clearly linked to Hispanic themes and those candidates who merely talk about their own interests, for example, in sport or who give an off-the-cuff summary of leisure interests in the region will not achieve the highest marks. On the positive side, many candidates spoke convincingly on a relevant topic, showing appropriate knowledge, personal opinion and thought in preparation.

Topic conversation

Weaker candidates were sometimes unable to go beyond repetition of essential points outlined in their speech, or were limited to general, anecdotal remarks. Well-prepared candidates, however, had anticipated possible developments in the conversation and were ready with specific evidence, data or opinions which they were prepared to discuss with the Teacher/Examiner. Overall, the standard of linguistic competence was good.

General conversation

It is relevant to repeat that candidates must be prepared for follow up questions such as 'why?', 'where?' and 'could you give an example?' Although the focus may well be the candidate's own life, plans and experience for part of this test, he or she will be also required to discuss more abstract issues which assess the candidate's ability to summarise, give opinions and defend these. Range of linguistic register is obviously important. It was pleasing to note that the majority of candidates were able to rise to the challenge of more advanced language. A few Centres, however, did not allow their candidates to perform adequately, by limiting them with basic questioning, both in content and structure.

There were still a few candidates who were, apparently, not prepared to ask questions of the Teacher/Examiner as part of the topic and general conversations. Centres are reminded of this requirement, although, fortunately, this is now far less of an omission than was the case in previous sessions.

<p style="text-align: center;">Paper 9109/02 Listening (Walkman Style)</p>
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General comments

Candidates generally performed very well on **Section 1** of the paper, and quite a number scored almost full marks. **Section 2** proved rather more demanding. The main cause of marks being lost was the difficulty candidates had in expressing certain ideas and understanding in English.

Comments on specific questions

Question 1

This question was answered well by most candidates. The expression that caused most problems was *pulgadas* in **(a)**, which was given by some candidates as *pugadas* and by others as *vulgares* or *paneladas*. *Mando a distancia* was also occasionally a problem, with renderings such as *mando asistencia*. A few candidates failed to score the full mark for **(d)** because while they gave the correct number, they failed to name the currency (*pesetas*).

Question 2

Although this question was generally well answered, comparatively few candidates scored all five marks. The main problem was in **(v)**, where many candidates failed to notice that *el jueves pasado* (in the recording) was the date of the information and not the date of the inspection, selecting **K** instead of **L**. A few also failed to realize that *para cerciorarse de que no se han hecho modificaciones*, in the recording, was linked to *querían saber si se habían hecho cambios* in option **D**.

Question 3

Although this question was generally well answered, few candidates scored all five marks. The correct statement that was most frequently missed was *La gente llegaba y se iba durante la noche*, which seems to suggest a failure to realize that in this case *en la madrugada* (in the recording) and *durante la noche* (in the question) were synonymous. The most popular incorrect answers were *Los millonarios escribían muchas cartas* (indicating a failure to distinguish the different meanings of *las cartas* in the expressions *partidas de cartas* and *escribían cartas*) and *Los clientes repartían invitaciones* (which showed a failure to recognize the significance of *a los que* in the speaker's words *los clientes, a los que repartían invitaciones*).

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Several candidates scored full marks for this question. Amongst others, the most common mistake was to base answers simply on the words *marcó su vida* and *estuve delante de uno de los hechos*. A few of those who correctly identified the key information (*uno de los hechos más importantes de la segunda mitad del siglo veinte*) omitted the qualifying expression *de la segunda mitad*.

Question 5

Almost all candidates answered this question very well.

Question 6

The only problem that occurred with this question was with the word *delegar*, which was understood by some as *alegar* or *de legal*.

Question 7

Almost all candidates gave two correct reasons.

Question 8

This question was very well answered, but there were a few responses that were based on words from later in the recording. For instance,...*necesitan que les separen de otro* and *otro que quiere ir al cuarto de baño cada tres minutos* were relevant to the next question, but not to this one.

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Most answers were very sound, but a few candidates had difficulty with *sorprendente* (rendered as *sombradente*) and *peluquero* (written as *pelucero* or *pelugoro*).

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All candidates answered this question correctly, having identified the relevance of the words *a lo mejor me está escuchando*.

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Most candidates gave fully correct answers, but the word *mentir* did cause some problems, with renderings such as *metir* and *ventir*.

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The question was generally well answered, though there were some who confused the present number of nuns (19) with the number there would have normally been (22-23).

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One or two answers were based on pure supposition about what the motto might be and in one or two cases the word *oración* was translated as 'oration'.

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Almost all candidates correctly identified *las cuatro y media* as the starting time.

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The word *descanso* caused some problems, and 'free time' was not precise enough to be accepted. Several candidates had difficulty with the expression *lectura del evangelio divino*, and used the words 'lecture' and 'evangelism' in their answers. 'The Bible' was accepted as a valid interpretation of *el evangelio*.

Question 16

Among the many excellent answers to this question were quite a number of others that were not specific enough.

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The words *doblar*, *pañuelos* and *rosarios* caused more problems than had been expected, and no candidate gave a completely correct answer.

Question 18

- (a) There were several good answers, based on the words *el trabajo tiene un encanto*, but others were too vague with expressions such as 'it's special' and 'something positive'.
- (b) A number of candidates failed to mention that the rest of humanity is working, but nearly all saw the relevance of the words *te unes a la humanidad*.

Question 19

Many answers were based on what was said about the artistic heritage of the convent, rather than on the interviewer's words *Me estoy esperando que me invite usted*.

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This question was very well answered, with just a few candidates failing to understand the nun's words *es nuestra obligación orar por el mundo*.

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Almost all candidates gave the correct answer.

Question 22

Nearly all identified the key word as *revoltosas* but many had difficulty putting that into English, with words such as 'revolted' and 'rebellious' being quite common.

Question 23

No candidates scored all three marks. The main problem was a failure to refer to 'reverence', while, in other cases, there was reference to 'reverence for one's parents'.

Question 24

There were several very good answers, although in some cases the words *Nos llevaremos un rosario* were rendered as 'he will bring a rosary with him'.

<p>Paper 9109/03 Reading and Writing</p>
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General comments

The quality of the candidates' performance followed the pattern of recent examination sessions. Only a few candidates achieved a very high standard, although many gave quite solid performances. As in previous sessions, there were a number of candidates who were either ill-prepared or ill-equipped for examination at this level.

Comments on specific questions

Sección Primera

Question 1

This question was generally well answered, although some candidates gave the wrong *verdadera/falsa* but proceeded to give a valid justification.

Question 2

On the whole, candidates were successful in this question. The only stumbling block was *compañías*, which prompted the wrong answer *mercados* in many cases.

Question 3

Marks were lost in this section because of an inability on the part of some candidates to express themselves clearly in English. Some candidates gave very loose translations of the Spanish, which failed to convey the required information.

- (a) Many gained the mark for 'checking one's bank balance' but hardly any candidates understood *consultar los valores bursátiles en los diferentes mercados mundiales* - or if they did, they failed to communicate this correctly.
- (b) Many candidates picked up most of the marks here, apart from the mark available for *no hay que esperar colas*, the meaning of which was often taken to be *lines*.

- (c) This question was not particularly well done. Few translated *servidor* accurately and hardly any gained the third point, for conveying the idea of *una cuenta concertada previamente*.
- (d) Few candidates gained full marks in this question. A large number misunderstood the information on *estos asaltos informáticos*, believing the *coste de la operación* to refer to the high costs of financial transactions on the Internet.

Question 4

There were few impressive performances in this question. The most common mistakes were *llega* for *llegue*; *tan* for *tanto*; *cualquiera* for *cualquier* and *ésta* for *este*.

Sección Segunda

This section was where the weakest candidates lost the most marks. As in previous years, many candidates persisted in lifting large chunks of the original text, in which case no credit can be given.

Question 5

- (a) Generally well answered.
- (b) A large number of candidates missed the point here by failing to illustrate the lack of human contact.
- (c)(d) Marks were scored, but many were needlessly lost, because of failure to paraphrase.
- (e) This was probably the hardest section to paraphrase, though some candidates demonstrated the correct approach, e.g. *habría que asimilar la implementación de las nuevas tecnologías...a los planes de la empresa...*
- (f) This question proved as difficult as the previous one, though again, there were some sterling attempts to paraphrase the original, for example, *para que se optimice la productividad*. Offerings such as *el equipo no es todo* were sufficient to gain a mark, if conveyed in the right context.

Question 6

This question was handled with some success. There was considerably less lifting than in **Question 5**. Some candidates, who had made little or no attempt to express the information in their own words in the previous question, coped admirably in this section.

Sección Tercera

Question 7

This question was generally well done, with many candidates picking up most of the communication marks. The most common vocabulary difficulties were *exigente*, *reto* and *paleta*.

- (a) Most candidates scored between 3 and 4.
- (b) Generally well done.
- (c) Well answered. *Bate* was accepted.
- (d) This was probably the most challenging question in this section. Nevertheless, the required information was invariably conveyed, though few gained full marks for language.

Question 8

It was evident that some candidates failed to read the question, or understood what was expected of them. There were many competent descriptions of *la pelota vasca*, but the opportunity to gain marks for commenting on the value of sport in general was lost. Those who rose to the occasion gave some impressive performances, for example:

- *Es admirable que se sigan practicando deportes tan antiguos y singulares como la pelota*
- *El deporte alimenta el espíritu de competitividad*
- *Nos enseña a aceptar nuestros errores*

Communication marks were given for conveying the beneficial aspects of sport, whether physical or psychological; the question of professionalism in sport; sport as a means of gaining popularity and money; the problems of hooliganism, violence and greed and the threats which they pose to sport.

The most frequent grammatical errors related to subject/verb agreement, adjectival agreement and use of the passive voice.

Paper 9109/04

Essay

No Report available.

Paper 9109/05

Texts/Thematic Studies

General comments

The majority of candidates showed sound knowledge of their chosen texts and gave a considered response to the questions set. It was noticeable that **Section 1: Texts** was better answered than **Section 2: Thematic Studies**. In the case of Thematic Studies the problems tended to be those noted in previous examination sessions, namely the lack of 'additional material' to support the main text. In a small number of cases there was no reference to any text at all in the answer.

Comments on specific questions

With a small entry it is not possible to consider the answers to each question in detail. The most popular questions were both in **Section 1: Texts**.

Question 2

García Lorca: Yerma

Most candidates opted for **(a)**, which gave much scope for the analysis of the poetic imagery and gave rise to some sensitive responses. Candidates were able to discuss the main images and some related these to other sections of the play; certainly the principal issues were well understood. The second part of the question caused some debate as to whether *Yerma* was primarily idealistic or egotistic and both arguments can be convincing.

Question 3

García Márquez: El coronel no tiene quien le escriba

Again, **(a)** was the preferred option. Candidates often tended to skirt around the main points in tackling **(i)**. The opening paragraphs introduce many of the most important themes of the novel, and, of course, the principal character. There was sufficient material to present these points, but many did not use the extract fully. The second part of the question focused on the importance of the relationship between the colonel and his wife – the temptation was to relate rather than analyse. However, there were some thoughtful answers showing empathy with the couple.

General comments

Candidates generally performed very well on **Section 1** of the paper, and quite a number scored almost full marks. **Section 2** proved rather more demanding. The main cause of marks being lost was the difficulty candidates had in expressing certain ideas and understanding in English.

Comments on specific questions

Question 1

This question was answered well by most candidates. The expression that caused most problems was *pulgadas* in (a), which was given by some candidates as *pugadas* and by others as *vulgares* or *paneladas*. *Mando a distancia* was also occasionally a problem, with renderings such as *mando asistencia*. A few candidates failed to score the full mark for (d) because while they gave the correct number, they failed to name the currency (*pesetas*).

Question 2

Although this question was generally well answered, comparatively few candidates scored all five marks. The main problem was in (v), where many candidates failed to notice that *el jueves pasado* (in the recording) was the date of the information and not the date of the inspection, selecting **K** instead of **L**. A few also failed to realize that *para cerciorarse de que no se han hecho modificaciones*, in the recording, was linked to *querían saber si se habían hecho cambios* in option **D**.

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This question was very well answered, but there were a few responses that were based on words from later in the recording. For instance, *...necesitan que les separen de otro* and *otro que quiere ir al cuarto de baño cada tres minutos* were relevant to the next question, but not to this one.

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GCE Ordinary Level

Paper 3035/01

Writing

General comments

The standard of entries was similar to that of previous sessions. There were some very good scripts but many candidates struggled with verb forms, in particular the past tense.

Comments on specific questions

Question 1

Picture essay

The context was accessible to most candidates and the storyline presented no difficulties. Some candidates set the scene in a department store and others in a shopping centre. There were a number of interpretations of the opening scene – buying or repairing tennis racquets. The lost child gave rise to dialogue seeking personal information. Problems with vocabulary included confusion between *llorar* and *llover*, and more surprisingly, *tienda*. The past tense was not always secure although there were fewer cases of the incorrect use of the perfect tense. Few candidates successfully negotiated the use of the subjunctive in an indirect command. Other weaknesses were found in agreements of adjectives and use of *ser* and *estar*.

Question 2

(a) Letter

The majority of candidates who attempted this question were able to respond to the tasks. Spelling was insecure in some fairly common words and there were some problems expressing the concept of 'ago'.

(b) Conversation

This topic gave no difficulties regarding vocabulary as candidates were able to use well rehearsed phrases for leisure activities, such as going to a restaurant, dancing and playing music. The skill in writing a successful conversation lies in avoiding unnecessary repetition and creating a structured dialogue. This was achieved by some candidates who had practised the technique.

(c) Narrative

There were some unnerving tales of unpleasant toddlers – and some happy experiences also! This question gave rise to the most interesting answers and there were examples of good manipulation of tenses.

Question 3

Translation into Spanish

As has been stated in previous reports, candidates should consider the alternatives to this question unless they have had experience of translation from English. A high level of accuracy is required and candidates must translate only what has been set. Some candidates approached this very well and showed sound awareness of structure and verb forms and a good range of vocabulary. Frequent errors included: *llorar/llover* (as in **Question 1**); began/continued; flooded; *estar* + past participle; subjunctive in *si* clauses; wood; get wet; preterite/imperfect tense.

Paper 3035/02

Reading Comprehension

General comments

The performance of candidates in Paper 2 was good and Teachers are to be commended on their preparation of candidates.

Comments on specific questions

Section 1

Exercise 1

This was done very well, the large majority scoring 5 or 6 out of a possible 6. The most common errors occurred in **Question 1**, perhaps candidates had not come across *jamón*. Correct answers were: **Question 1 C, Question 2 D, Question 3 C, Question 4 B, Question 5 D, Question 6 A.**

Exercise 2

Likewise, very well done. The most common error was to write *Roberto* in **Question 12**. Correct answers were: **Question 7 Juan, Question 8 Pedro, Question 9 Diego, Question 10 Antonio, Question 11 Carlos, Question 12 Miguel.**

Exercise 3

Again, candidates coped well with this exercise – few scored less than 9 out of 12. Possible correct answers:

Question 13 *Estaban en la tercera planta.*

Question 14 *Porque jugaban una partida de cartas.*

Question 15 *Ocurrió el peor terremoto de la historia de Taiwan.*

Question 16 *El edificio cayó en ruinas.*

Question 17 *Se destruyeron casi 10000 edificios.*

Question 18 *Pasó días encerrado en las ruinas.*

Question 19 *Llamó a su padre.*

Question 20 *Sonreía y hablaba animadamente.*

Question 21 *Hacía sol.*

Question 22 *El hermano mayor, Chi-Feng, estaba en peor estado.*

Question 23 *Hallaron comida en la nevera.*

Question 24 *Los llevaron al hospital.*

Section 2

Exercise 1

The weaker candidates found this difficult, scoring under half the possible marks. None of the questions stood out for its difficulty. Correct answers were:

Question 25 C, **Question 26** C, **Question 27** C, **Question 28** A, **Question 29** B, **Question 30** D.

Exercise 2

Again, weaker candidates had problems with this comprehension exercise. Answers were lifted from the text without changing the verb endings appropriately, ie many wrote *escuchar* instead of *ser escuchada* in **Question 38**. Possible correct answers were along the following lines:

Question 31 (i) and (ii): two out of *los vecinos, los amigos, la familia*.

Question 32 *Piensan en los veranos alegres de su juventud.*

Question 33 *Les piden que regalen unas horas de su compañía.*

Question 34 *Está demasiado ocupada con sus estudios y su trabajo.*

Question 35 (i) *Tiene vocación por hacer algo por los demás.*

(ii) *Extraña a su abuelo muerto.*

Question 36 *Porque son como abuelas durante los meses de verano.*

Question 37 *La engañan.*

Question 38 *Aprecia que alguien la escuche.*

Section 3

Exercise 1

This was done very much better than in recent years. Candidates have been well coached to cope with this most demanding exercise, and the large majority scored between 8 and 12 out of 20. Very few coped extremely well or extremely badly. Some of the possible answers were as follows:

Question 39 *en*, **Question 40** *me*, **Question 41** *de*, **Question 42** *al*, **Question 43** *debía/parecía/podía*, **Question 44** *había*, **Question 45** *a*, **Question 46** *hizo*, **Question 47** *le/simplemente*, **Question 48** *iba/viajaba*, **Question 49** *a*, **Question 50** *que*, **Question 51** *donde*, **Question 52** *hasta*, **Question 53** *hablando/charlando*, **Question 54** *su*, **Question 55** *sido*, **Question 56** *con*, **Question 57** *en* and **Question 58** *se*.

SPANISH LANGUAGE

GCE Advanced Subsidiary Level

<p>Paper 8685/01 Speaking</p>

General comments

As usual, the numbers of candidates entering for the November examinations was lower than for the June session. Many of the comments made in the report for that session are also relevant here.

Overall, the standard was generally good. Centres appear to have become familiar with the revisions to the syllabus in recent years and their candidates were well prepared.

Comments on specific aspects of the examination

Presentation

Although the majority of candidates were well equipped to speak for the necessary time, there are still some who fail to prepare appropriately for this task. This section of the test is not just assessed on the candidate's ability to talk in Spanish without interruption for three minutes, but is also marked for content, organisation and relevance. The topic must be clearly linked to Hispanic themes and those candidates who merely talk about their own interests, for example, in sport or who give an off-the-cuff summary of leisure interests in the region will not achieve the highest marks. On the positive side, many candidates spoke convincingly on a relevant topic, showing appropriate knowledge, personal opinion and thought in preparation.

Topic conversation

Weaker candidates were sometimes unable to go beyond repetition of essential points outlined in their speech, or were limited to general, anecdotal remarks. Well-prepared candidates, however, had anticipated possible developments in the conversation and were ready with specific evidence, data or opinions which they were prepared to discuss with the Teacher/Examiner. Overall, the standard of linguistic competence was good.

General conversation

It is relevant to repeat that candidates must be prepared for follow up questions such as 'why?', 'where?' and 'could you give an example?' Although the focus may well be the candidate's own life, plans and experience for part of this test, he or she will be also required to discuss more abstract issues which assess the candidate's ability to summarise, give opinions and defend these. Range of linguistic register is obviously important. It was pleasing to note that the majority of candidates were able to rise to the challenge of more advanced language. A few Centres, however, did not allow their candidates to perform adequately, by limiting them with basic questioning, both in content and structure.

There were still a few candidates who were, apparently, not prepared to ask questions of the Teacher/Examiner as part of the topic and general conversations. Centres are reminded of this requirement, although, fortunately, this is now far less of an omission than was the case in previous sessions.

Paper 8685/02
Reading and Writing

No Report available.

Paper 8685/03
Essay

No Report available.

TAMIL

GCE Advanced Level

Paper 9166/01

Essay, Translation and Comprehension

General comments

Overall, candidate performance was an improvement on last year. Candidates answered the comprehension questions well and answers to the essay questions were properly organised and structured.

The following areas of candidate performance would benefit from further improvement:

Phonology

Candidates still have problems identifying Tamil sounds, and hence the following mistakes occur:

அணய்ய instead of அனய்ய
பண்பா பண்பா
கனகயப்பாக கலகலப்பாக

Morphology

Candidates need to understand the use of case makers. For example, பாங்கன் உண்ணக் (உணக்குக்) கற்பப்போம். Candidates also used the spoken variety in their writing, such as குடுத்து வச்சு, which should have been written as கொடுத்து வைத்தவன்.

Doubling of consonants is another area which needs improvement. It was commonly observed in answers, for example, எடுத்தியப் பறகு.

Syntax

Some of the sentences found in candidates' answers are given below:

- பான் உண்ண ஏன் அக்காவன் திடுமணத்திந்து வறவரும்கிணென்
- எலட்டர் கிரண்டு கிழமைகளுக்கு தேல் வந்துவட்டது
- எங்கன் பால்டுல் படிக்காதவர்களின் ஏதானகையக் குழுவாக குடுக்கவேண்டும்
- கிளந்துறவி எடுவர் கிளக்கியப் பறந்தி அளித்தது
- பான் உண்ணயும் உண்டுபுத்தாடும் அனதக்கிணென்

The syntactical errors found in the above sentences are obvious and should be brought to candidates' attention.

Comments on specific questions

Section A

In this section, essays were written in appropriate format. Some essays had good introductions with quotes, like the following example (an introduction to **Question 1 (c)**):

தொடக்கமாகத் தூய்மை மனநிலையை மாதிரிக் கொடுக்க
கற்றமைத் தூய்மை அறிய
தொண்டத் தொண்ட எவ்வாறு 30 வினாக்களில் கிடைத்து நீர் எபடிக்கொடுக்கவே
அதேபோன்று கல்வி கற்க கற்க அறிய எபடிக்கொடுக்க வேண்டும். ஆதலால்
30 தனிப்பட்ட மனநிலை அறிய உணர்ச்சியையும் 30 உதாரணத்தின்
பண்பாடு உணர்ச்சியையும் தீர்மானிக்கவல்ல பாலமணம்
கல்விமயத் திறப்பாக மெய்ப்படுத்துதல் அவசியம் ஆகும்.

Question 1

- (a) Many candidates attempted this question and answers were satisfactory. Some candidates did not mention the To address.
- (b) No candidate attempted this question. This was a couplet, which should be made known to candidates. A proverb or piece of poetry containing a concept should be understood first and explained by candidates.
- (c) Many candidates attempted this question and their responses were good.
- (d) Very few candidates tried to introduce their own opinions when answering this question. Candidates were expected to discuss society's development through science and responses were generally along the right lines.
- (f) Very few candidates attempted this question, which tested the ability to write a dialogue. Those that did performed well.

Section B

Question 2

Candidates experienced some problems here in selecting appropriate words. For example, *தோல்கை* was not often correctly translated as 'leather bag'. Similarly, *புள்ளி*, proved difficult for candidates to understand.

Question 3

Candidates tried to use correct equivalent words, but 'butcher', caused some problems. In general, candidates found translation from English to Tamil difficult. Only a few candidates performed well.

Section C

Almost all candidates were able to answer the questions in this section. Most answers were taken from the given text. Candidates should be encouraged (and properly prepared) to produce answers in their own words.

General comments

In general, candidates performed well on this paper. Their answers were well organised, presented in essay format with appropriate sub-headings. Almost all of the questions were attempted.

There were some problems with the language. An example of this is given below:

'பெண் வடுதலைக் குட்டி' என்னும் கவிதை சூதாயப் பாடல்களில்
கொண்ப்படுகிறது. பாரதியார் வாழ்ந்த காலத்தில் பெண்கள் மிகவும்
தூன்புப் பட்டார்கள். அவர்களுடைய அவநிலையைப் பார்க்கும்பொழுது
பாரதியார் அந்த நிலைப் பெரும் பெயர்ச் செய்தார். நான் வடுதலை
வேட்கை கொண்ட பெண்களும் வடுதலைப் போராட்டத்தில்
நம்புப பெயர்ச் செய்தார். அவர்களிடம் ஒரு நம்பிக்கை
உணர்வை உண்டாக்கினார்.

In comparison with previous years, candidates' performance in this area was poor. This may have been due to the nature of the subjects covered. Perhaps, therefore, more explanation and guidance in the meaning of the poetry would prove beneficial to candidates.

Comments on specific questions**Part I****Question 1**

In part (a), candidates were unable to give the exact meaning of the words in both questions (i) and (ii).

Question 2

All candidates answered part (i), but no candidate attempted part (ii). The meaning of *உண்* and *நாணம்* proved difficult for many.

Part II**Question 2**

A few candidates attempted this question and explained the meaning of the poem. They were expected to relate the concept of *Thinai* and *Thurai* to the poem's content, which they did not seem to realise.

Question 3

This question was attempted by many candidates, who only described the content of the poem. Candidates were expected to understand the *Thinai* and the *Thurai* of the poem and to relate this to the poem's meaning.

Question 4

Candidates' answers to this question were satisfactory and followed the essay format.

Question 5

For this question, candidates should draw on the whole text. A total of fifteen points can be made and candidates are expected to give at least ten in their answers. Since this is an essay question, these points should be classified into different categories, such as physical appearance, his individual characteristics such as kindness, etc. Some candidates did attempt this method.

Question 6

Most candidates attempted this question. Answers were well organised and should be commended. Some candidates were able to quote the entire poem under the appropriate headings.

Question 7

Candidates performed well here. Most answers were relevant and the essay format was followed well, with appropriate sub-headings. The description of the peacock and the comparison with the womenfolk were nicely done.

Question 8

Many candidates attempted this question. Candidates' ability to divide up their essays into distinct parts with relevant sub-headings is commendable, as follows:

மகனான அரைய தீண்டுதல் - மகன்கூடார் கையுடன் - தான் அமலயுள் சுவரல்

Question 9

No candidate attempted this question, even though the poem was easy to understand.

Paper 9166/03

Drama, Short Stories and Novels

General comments

The overall performance on this paper was good. Candidates fully understood the questions and their language was of a high standard. **Section A** was the most popular choice. In general, 15 marks were available for Content, 5 marks for the Structure of the essay and another 5 marks for Language, which should be taken into account when preparing candidates for the examination.

Comments on specific questions

Section A

Question 1

Very few candidates attempted this question. The answer should have contained two important points; one about the construction of the Temple tower and the other about giving his life to save the Temple, both of which should have been explained fully. Answers given were often too general.

Question 2

This question tested candidates' understanding of the characterisation in the drama.

Question 3

Answers to this question were satisfactory, pulling together related information from scenes 4, 5 and 9.

Question 4

Candidates were expected to write about the seashore function, music and the position of Kovalan and Maraiy. Candidates attempted this effectively and their essays were well structured.

Question 5

Many candidates attempted this question. They were expected to discuss the meaning of the poem and its impact on the King and most were successful in doing this.

Question 6

The answer here should have included two points; one about the Queen and the other about the poem she sang. Candidates were also expected to pull these two parts together.

Question 7

Here, candidates were expected to discuss the details found in the beginning of the drama's six scenes. The information should have been presented in a sequential way, depicting the structure of the scenes.

Question 8

In this drama, information about the Kings Kari and Irumporai is given in different scenes. The points made should have been collated into an essay, however, candidates' answers tended to be presented as disjointed sections. The following is an example.

காட்சி 3. சிவன்மலை தனக்குள் உயிர்தளைய கிடுக்க வேண்டி
என்று கிடுக்கொழைய உயிர்தளைய.

காட்சி 5. இரீ போர் உய்ய யுப்படுகின்றான். போர்க்களத்தில்
கிடுக்கு படுகின்றான்.

Rather than this approach, all relevant information should be pulled together and organised systematically in essay format.

Section B

Questions 9–12

Many candidates attempted these questions from the Short Stories section. Candidates appeared to be very familiar with the short story form.

Section C

Questions 13–16

No candidate attempted these questions.

Question 17

Chidambaram and Bhuvana met during their college days and again after many years. The deep affection Bhuvana had for Chidambaram was seen in the interest she showed in the development of Chidambaram. This was partially explained in candidates' answers.

Question 18

No candidate attempted this question.

Question 19

The author observes social problems and deep-rooted evils, and writes about love, family, friendship, individual characters and the part the mass media plays in society. Candidates should have commented on how the author depicts these issues in the novel.

Question 20

This question required the ability to understand and evaluate the characterisation in this novel. Here various points should have been discussed and analysed, such as the education of Bhuvana, love, the appreciation and acceptance of the friendship and details of how the gains from illegal means were spent for the benefit of society. This analysis was partially attempted by candidates in their answers.