



**CARIBBEAN EXAMINATIONS COUNCIL**

**Caribbean Advanced Proficiency Examination®**

**CAPE®**

# **FRENCH SYLLABUS**

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# Introduction

The Caribbean Advanced Proficiency Examination (CAPE) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under CAPE may be studied concurrently or singly.

*The Caribbean Examinations Council offers three types of certification. The first is the award of a certificate showing each CAPE Unit completed. The second is the CAPE Diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the CXC Associate Degree, awarded for the satisfactory completion of a prescribed cluster of seven CAPE Units including Caribbean Studies and Communication Studies. For the CAPE diploma and the CXC Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years.*

*Recognised educational institutions presenting candidates for the CXC Associate Degree in one of the nine categories must, on registering these candidates at the start of the qualifying year, have them confirm, in the required form, the Associate Degree they wish to be awarded. Candidates will not be awarded any possible alternatives for which they did not apply.*





# French Syllabus

## ◆ RATIONALE

**A**n important goal of foreign language learning is to help learners develop communicative and intercultural competence. Students develop cognitive flexibility and affective skills as they engage with foreign languages and cultures. This syllabus will contribute to the development of the Ideal Caribbean Person as articulated by the CARICOM Heads of Government through the exploration of beliefs, values and behaviours, students develop respect for human life, cultural heritage and the environment thus enabling them to view the target culture from a perspective of informed understanding.

The syllabus *emphasises* the development of the four language skills (listening, reading, speaking and writing) and the acquisition of knowledge of Francophone culture through the study of selected topics and contemporary writings of relevance to Caribbean society. *Students develop multiple literacies and independent and critical thinking in the context of foreign language learning and in keeping with the UNESCO Pillars of Learning.* While the topics have been selected to provide knowledge and understanding of issues pertinent to Caribbean people in a global context, emphasis will be on language competence rather than on *detailed technical knowledge.*

In developing this syllabus, care has been taken to ensure that it meets the knowledge, understanding and skill requirements common to post-secondary syllabuses in Modern Languages. *Completion of this syllabus provides a foundation for further studies and development for the world of work. This approach reflects an awareness of our regional context and is geared specifically to students learning Modern Languages in the Caribbean as part of the international community.*

## ◆ AIMS

The syllabus aims to:

1. develop an unawareness and appreciation of aspects of the cultural and historical contexts of Caribbean society;
2. *develop an understanding of a variety of registers in the spoken and written forms of French;*
3. enable students to communicate clearly and appropriately in French with an educated native speaker;
4. acquire skills necessary for collection, analysis and exchange of information, ideas and opinions in French;
5. *enhance students' linguistic skills through the study of written discourse;*
6. promote the study of modern Francophone authors to acquire knowledge of contemporary society and institutions and encourage openness to life and culture in countries where French is spoken;
7. encourage the development of techniques of literary analysis.



## ◆ GENERAL OBJECTIVES

### Listen and Respond

On completion of this syllabus, students should:

1. understand and respond to authentic spoken language from a variety of sources such as news items, telephone messages, announcements, speeches, discussions and films;
2. communicate orally in French, showing ability to choose the language and register appropriate to the context;
3. elicit and provide opinions and information in an extended conversational exchange in French.

### Read

On completion of this syllabus, students should:

1. understand texts written in French, such as magazine and newspaper articles, reports, short stories, plays and novels;
2. select the main points of a continuous passage written in French;
3. select information from literary texts *in French to demonstrate understanding of specific themes and socio-cultural contexts*;
4. analyse the principal literary and structural features of literary excerpts.

### Write

On completion of this syllabus, students should:

1. communicate in writing in French, showing ability to choose the language and register appropriate to the context;
2. *organise* and present information in a logical manner in French;
3. *organise* information from literary texts to discuss specific themes in French and English;
4. analyse themes making use of literary techniques.

## ◆ SKILLS AND ABILITIES TO BE ASSESSED

The assessment will test candidates' ability to:

1. understand and respond appropriately to authentic spoken language from a variety of sources;
2. understand texts written in French;
3. communicate orally and in writing in French.

## ◆ PRE-REQUISITES OF THE SYLLABUS

Any person with a good grasp of the Caribbean Secondary Education Certificate (CSEC) French Syllabus, or the equivalent, should be able to pursue the course of study defined in this syllabus. Successful participation in the course of study also depends on:

- (a) good verbal and written communication skills;
- (b) *prior exposure to the study of the Literature.*

## ◆ STRUCTURE OF THE SYLLABUS

The syllabus consists of two Units each containing three Modules. Each Unit requires 150 hours distributed equally across the three Modules – 50 hours each.

### TOPICS

Topics are set for the three Modules of Units 1 and 2. A list of topics is given under the Content of each Module as an **indication** of areas to be studied. **Emphasis should be placed on language competence rather than on *detailed technical knowledge*.** These topics should be studied with reference to Francophone culture in general, and to the French-speaking Caribbean in particular.

When addressing the topics, emphasis should be placed on contemporary issues, events and concerns of a socio-political nature. It is expected that, in this way, students will develop a better understanding of themselves as Caribbean people and as members of a global society.

### THEMES

*Two thematic areas are examined for each Unit. Teachers are expected to link the two themes to the relevant topic areas to achieve a more integrated approach.*

### LITERARY ANALYSIS

*In Unit 1, emphasis will be placed on the student's ability to display knowledge of the basic elements of literary analysis. Excerpts from the texts listed for the themes will be used for this purpose. Students will also be required to write an essay, based on one of the texts, which will give them the opportunity to display their skills in literary analysis in a more detailed manner. In both instances,*





they will be expected to discuss and analyse one or more of the following literary devices: plot, setting, character, themes and narrative techniques.

In Unit 2, the prescribed texts will be studied for the purpose of literary analysis. Students will be expected to analyse an excerpt from one of the texts and to write an essay displaying literary competence.

An overview of the syllabus is presented below.

### **UNIT 1: LA FAMILLE, LA SOCIÉTÉ ET L'ENVIRONNEMENT**

Module 1: L'individu, la famille et la vie journalière

Module 2: La société et les affaires sociales

Module 3: L'environnement

#### **Themes and Related Texts**

##### **La jeunesse**

Zobel, Joseph

*La rue cases-nègres*, Paris: Présence Africaine, 1984.

Pineau, Gisèle

*Un papillon dans la cité*, Paris: Sepia, 1992.

##### **L'individu et la société**

Camus, Albert

*La Chute*, Gallimard, 1972.

Bâ, Mariana

*Une si longue lettre*, Dakar: Nouvelles Éditions Africaines, 1990.

### **UNIT 2: L'ACTUALITÉ, LA TECHNOLOGIE ET L'ÉCONOMIE**

Module 1: L'actualité

Module 2: La science et la technologie

Module 3: L'industrie et l'économie

#### **Themes and Related Texts**

##### **La vie moderne**

Condé, Maryse

*Pays mêlé suivi de Nanna-ya*, Paris: Hatier, 1985.

Laferrière, Dany

*Pays sans chapeau*, Paris: Le Serpent A Plumes, 2001.

##### **L'engagement politique et social**

Sartre, Jean-Paul

*Les mains sales*, Paris: Gallimard, 1948.

Césaire, Aimé

*Une saison au Congo*, Paris: Éditions du Seuil, 1973.

Any available edition of these texts is acceptable.



## ◆ UNIT 1: LA FAMILLE, LA SOCIÉTÉ ET L'ENVIRONNEMENT

### MODULE 1: L'INDIVIDU, LA FAMILLE ET LA VIE JOURNALIÈRE

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *L'individu, la famille et la vie journalière*.

#### SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from sources such as news items, telephone messages and announcements;
2. examine the structure and content of texts written in French, such as magazine and newspaper articles, reports and short stories;
3. express ideas and opinions in French in relation to the individual, family and daily life, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in French literary works;
5. analyse plot, setting, character, *narrative and dramatic techniques in French literary works*;
6. *synthesise* information from a variety of sources, including literary texts, on a specified theme.

#### CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Francophone culture, particularly in the French-speaking Caribbean.

*Lifestyles:*

- (a) *structure and function of the family: relationships; patterns of daily life and living conditions;*
- (b) *young people and their values;*



## UNIT 1

### MODULE 1: L'INDIVIDU, LA FAMILLE ET LA VIE JOURNALIÈRE (cont'd)

- (c) *sports: benefits to the individual and society; negative aspects, for example – drug use;*
- (d) *health and fitness: healthy living choices;*
- (e) *aspects of cultural life, for example, music and dance: importance and influence on individuals and society.*

#### **Suggested Teaching and Learning Activities**

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. Provide opportunities for students, individually and as a class, to listen to material in French (for example, on television); have students identify, select and report on different issues or problems that occur in family life; have students listen to the same material and write statements about cultural differences observed.
2. Use an appropriate audio-taped or video-taped interview with an individual.
  - (a) Have students identify the person's likes and or dislikes, self-perception, future plans.
  - (b) Let students, in groups, do a similar presentation on themselves. Have other students comment on the presentation.
3. Invite a native speaker of French to the classroom to be interviewed by a group of students on different subjects such as family structure in his or her country and compare with the family structure in the English-speaking Caribbean.
4. Invite a young French-speaking person to respond in French to questions prepared in English or French by the students on topics related to the youth in his or her country. The students can present this exercise in written form.
5. Give students an assignment to research a family celebration or a religious celebration such as a *baptême* or a *première communion*. They should note the similarities and differences between their culture and the Francophone culture and write a short essay on the celebration to be presented orally to the class.
6. *Have students view a video of a traditional Francophone celebration focusing on:*
  - (a) *time of the year of the festival;*
  - (b) *preparations for the celebrations;*
  - (c) *what the celebrations involve.*



## UNIT 1

### MODULE 1: L'INDIVIDU, LA FAMILLE ET LA VIE JOURNALIÈRE (cont'd)

As a follow-up exercise, students discuss what they have seen, making reference to festivals celebrated in their own country.

7. *Use excerpts from prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.*

**Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.**

## UNIT 1

### MODULE 2: LA SOCIÉTÉ ET LES AFFAIRES SOCIALES

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *La société et les affaires sociales*.

#### SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as interviews, news reports and television programmes;
2. *examine the structure and content of texts written in French, such as magazine and newspaper articles, reports and literary texts;*
3. express ideas and opinions in French in relation to society and social issues, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in French literary works;
5. analyse plot, setting, character, narrative and dramatic techniques in French literary works;
6. *synthesise* information from a variety of sources, including prescribed literary texts, on a specified theme.

#### CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Francophone culture, particularly in the French-speaking Caribbean.

*Socio-economic issues:*

- (a) *gender roles in society;*
- (b) *employment and unemployment: causes and consequences;*



## UNIT 1

### MODULE 2: LA SOCIÉTÉ ET LES AFFAIRES SOCIALES (cont'd)

- (c) *role of the media;*
- (d) *religion in multicultural societies;*
- (e) *education: issues related to school life and the role of education in the development of society;*
- (f) *crime and violence, for example, crime against individuals and drug trafficking.*

#### **Suggested Teaching and Learning Activities**

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. Give students an article in French to read on a given topic, such as *education*. The teacher discusses main ideas, asks questions to check for comprehension and explains key vocabulary and phrases.
2. Ask students to:
  - (a) design an interview in French;
  - (b) interview another student about his or her perception or experience of violence in schools;
  - (c) write up the interview; and
  - (d) present their findings orally to the class.
3. Encourage students, for the duration of the Module, to pay keen attention to news reports on radio, television, the Internet and in the print media in French, and identify social issues raised. As a follow-up activity, they can be asked to:
  - (a) discuss these issues in light of the historical background, current status and future trends;
  - (b) compare these issues with similar issues in other countries of the region;
  - (c) write a brief essay in French on a chosen topic in which they attempt to analyse the issues and give their own opinion.

## UNIT 1

### MODULE 2: LA SOCIÉTÉ ET LES AFFAIRES SOCIALES (cont'd)

4. *Have students watch videos or documentaries on crime and violence and discuss the issues in relation to:*
  - (a) *their country and region;*
  - (b) *existing policies and laws about the issue;*
  - (c) *solutions or preventative measures.*
  
5. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to specific themes.
  
6. *Start a blog (online journal) in French.*

**Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.**

## UNIT 1

### MODULE 3: L'ENVIRONNEMENT

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *L'environnement*.

#### SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as interviews, *news reports* and television programmes;
2. *examine the structure and content of texts written in French, such as magazine and newspaper articles, reports and literary texts;*
3. express ideas and opinions in French in relation to the environment, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in French literary works;
5. *analyse plot, setting, character, narrative and dramatic techniques in French literary works;*
6. *synthesise* information from a variety of sources, including literary texts, on a specified theme.

#### CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Francophone culture, particularly in the French-speaking Caribbean.

1. *Conservation of the environment and its benefits:*
  - (a) *recycling;*
  - (b) *reforestation;*
  - (c) *nature reserves including protection of endangered species.*





**UNIT 1**  
**MODULE 3: L'ENVIRONNEMENT (cont'd)**

2. *Destruction of the environment and its challenges:*
- (a) *pollution;*
  - (b) *deforestation;*
  - (c) *climate change.*

**Suggested Teaching and Learning Activities**

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. (a) *Have students brainstorm the reasons for, consequences of, and efforts to solve a particular conservation problem, such as destruction of the rainforest.*
- (b) *Have students view a documentary, listen to a Podcast or read a magazine or newspaper article that treats the conservation problem, then:*
- (i) *discuss how the issue is treated in the documentary, Podcast or text;*
  - (ii) *write an essay on a particular aspect of the problem or its solution;*
  - (iii) *prepare an oral presentation or a written report on a different conservation problem.*
2. *Ask students to look critically at their communities and discuss the topics listed below.*
- (a) *In the urban communities, what are the specific problems relating to land pollution in general and garbage disposal in particular?*
  - (b) *In rural and or farming communities, what attention is paid to the use of fertilisers and insecticides?*
  - (c) *In both communities, how is the disposal of garbage and toxic waste being addressed?*
  - (d) *Write a letter in French from a citizens' association to the relevant government department outlining the problems and suggesting ways of solving them.*
  - (e) *In groups, students prepare advertisements/public service announcements for newspapers, television and/or radio, to sensitise the public to the issue.*

## UNIT 1

### MODULE 3: L'ENVIRONNEMENT (cont'd)

3. *Have students watch a film that treats the issue of endangered species. They then:*
  - (a) *discuss the issue as treated in the film;*
  - (b) *in groups, prepare a written report on the efforts being made in their own country by government and/or private agencies to preserve and protect various endangered species. The report should include information on:*
    - (i) *how the average person can help;*
    - (ii) *how the environment would benefit from these efforts at conservation.*
4. Ask students to design a public-awareness activity in French targeting the impact of climate change in their country. It can be in the form of a skit, a brochure, slogan or advertisement.
5. Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussion related to the specific themes.

**Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.**

## ◆ **UNIT 2: L'ACTUALITÉ, LA TECHNOLOGIE ET L'ÉCONOMIE**

### **MODULE 1: L'ACTUALITÉ**

#### **GENERAL OBJECTIVES**

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module – *L'actualité*.

#### **SPECIFIC OBJECTIVES**

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as political speeches, press conferences and television programmes;
2. *examine the structure and content of texts written in French, such as magazine and newspaper articles, reports, press releases and literary texts;*
3. express ideas and opinions in French in relation to current affairs, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in French literary works;
5. *analyse plot, setting, character, narrative and dramatic techniques in French literary works;*
6. *synthesise* information from a variety of sources, including literary texts, on a specified theme.

#### **CONTENT**

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Francophone culture, particularly in the French-speaking Caribbean.

*Current Issues:*

- (a) *human rights: overview of basic human rights and breaches;*
- (b) *social and political unrest: causes, methods and consequences;*



## UNIT 2

### MODULE 1: L'ACTUALITÉ (cont'd)

- (c) *regional alliances, for example, The Caribbean Community and Common Market (CARICOM), Association of Caribbean States (ACS);*
- (d) *relationships between French-speaking and non-French speaking countries.*

#### **Suggested Teaching and Learning Activities**

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. *Have students listen to, or view a newsworthy event covered by different Francophone media houses.*
  - (a) *They compare the presentations orally in French in terms of content, style, impact, and later select and report a current event by pretending to be journalists representing different media houses.*
  - (b) *They can write a report, in French, on a current event or give their opinion, as members of the public, in a letter to the editor.*
2. *Have students produce a role-play between visiting Heads of Government, or give speeches at regional conferences.*
3. *Have students conduct Internet research on the topic of regional integration, comparing and contrasting regional alliances, for example, in Europe, the Caribbean and Latin America.*
4. *Provide students with a copy of the Declaration of Human Rights in French. They discuss ways in which human rights are upheld or violated in their country, the region or Francophone countries.*
5. *Have students source material from French or English newspapers or from the Internet dealing with **social and political unrest**. They can be asked to:*
  - (a) *give a summary of the article in French;*
  - (b) *participate in a class discussion on the article.*
6. *Have students research organisations that promote regional integration such as the Association of Caribbean States (ACS) and the Organisation of American States (OAS). Have students access the websites of these organisations to gain information. Students then make an oral presentation in class on:*
  - (a) *the objectives of the organisation;*
  - (b) *the composition of the organisation;*



## UNIT 2

### MODULE 1: L'ACTUALITÉ (cont'd)

- (c) *any initiative undertaken to promote regional integration in areas such as trade, transport, tourism;*
- (d) *obstacles to increased co-operation among French-speaking and non-French-speaking countries, for example, language barriers.*

*After the oral presentations, there are class discussions guided by the teacher. As a follow-up, students are asked to write suggestions for projects to promote closer ties between French and non-French speaking countries of the Caribbean.*

7. *Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussions related to the specific themes.*

***Most of these suggested teaching and learning activities can be used for classroom evaluation purposes.***

## UNIT 2

### MODULE 2: LA SCIENCE ET LA TECHNOLOGIE

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module - *La science et la technologie*.

#### SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as political speeches, press conferences, television programmes, Podcasts and blogs;
2. examine the structure and content of texts written in French, such as magazine and newspaper articles, reports and *literary texts*;
3. express ideas and opinions in French, in an *organised* manner in relation to science and technology, both orally and in writing;
4. *organise* information from a variety of sources, including prescribed literary texts, on a specified theme;
5. analyse plot, setting, character narrative and dramatic techniques in French literary works;
6. *synthesise* information from a variety of sources, including literary texts, on a specified theme.

#### CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Francophone culture, particularly in the French-speaking Caribbean.

1. *The Impact of Science and Technology on medical practices, advances and related ethical issues:*
  - (a) *genetic practices;*
  - (b) *disease prevention and cure.*



## UNIT 2

### MODULE 2: LA SCIENCE ET LA TECHNOLOGIE (cont'd)

2. *The Impact of Information and Communication Technologies (ICTs) on:*
  - (a) *social life;*
  - (b) *economic life.*

#### **Suggested Teaching and Learning Activities**

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. *Have students research and discuss in French the latest technological developments in medicine.*
2. *Have students engage in a role-play activity in French demonstrating how easy it is to stay in touch with friends and relatives by means of modern technological devices.*
3. *Have students write a brochure/blog in French giving details of a particular disease, for example, cancer or AIDS. The brochure should include information such as:*
  - (a) *symptoms and transmission of the disease;*
  - (b) *treatment and preventative measures.*
4. *Have students select a topic for class discussion based on a recent ethical issue in the medical field, for example, should siamese twins be separated at birth if one is likely to die? Students present arguments in support of, or against, action taken.*
5. *Have students watch a video clip of a medical procedure and:*
  - (a) *give an oral description of the procedure;*
  - (b) *write a summary of what they saw.*
6. *Use excerpts from prescribed literary texts as stimulus material for classroom activities and discussions related to specific themes.*

**Most of the suggested teaching and learning activities can be used for classroom evaluation purposes.**



## UNIT 2

### MODULE 3: L'INDUSTRIE ET L'ÉCONOMIE

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. understand and respond appropriately to authentic spoken and written language from a variety of sources;
2. demonstrate knowledge of the texts and themes;
3. display knowledge related to the content of the Module - *L'industrie et l'économie*.

#### SPECIFIC OBJECTIVES

Students should be able to:

1. respond to authentic spoken language taken from a variety of sources such as news items, telephone messages, press conferences and television programmes;
2. examine the structure and content of texts written in French, such as, magazine and newspaper articles, reports, press releases and *literary texts*;
3. express ideas and opinions in French in relation to *industry and economic issues* in an *organised* manner, both orally and in writing;
4. explain the significance of theme, structure, character, style and imagery in French literary works;
5. analyse plot, setting, character and narrative and dramatic techniques in French literary works;
6. *synthesise* information from a variety of sources, including prescribed literary texts, on a specified theme.

#### CONTENT

Students' competence in the language will be developed and assessed around the topics given below. Students should study these topic areas with reference to both their own culture and Francophone culture, particularly in the French-speaking Caribbean.

1. *Importance and impact of various industries for sustainable economic development:*
  - (a) *tourism, including eco-tourism;*
  - (b) *agriculture; including genetically modified foods;*
  - (c) *renewable and non-renewable sources of energy.*



## UNIT 2

### MODULE 3: L'INDUSTRIE ET L'ÉCONOMIE (cont'd)

2. *New trends in business, for example:*
  - (a) *e-commerce: innovations and impact on traditional business;*
  - (b) *home offices: advantages and disadvantages.*

#### **Suggested Teaching and Learning Activities**

Teachers are encouraged to engage students in activities such as those listed below as they seek to achieve the objectives of this Module. It is also suggested that teachers provide opportunities for the students to express themselves, both orally and in writing, in a variety of registers.

1. *Have students visit on-line shopping sites, for example, [www.redoute.fr](http://www.redoute.fr), [www.3suissses.fr](http://www.3suissses.fr) and [www.galerieslafayette.com](http://www.galerieslafayette.com). They then compare that experience with the experience of traditional shopping, highlighting the advantages and/or disadvantages of each mode of shopping.*
2. *Have students play the roles of executives of a local company. They:*
  - (a) *discuss the advantages and disadvantages of holding video-conferences and webinars rather than travelling to meetings or seminars;*
  - (b) *plan the agenda for their upcoming video-conference with their sister company in a French-speaking country.*
3. *Have students listen to or watch a video of an advertisement promoting the tourism product of a particular French-speaking country. Students discuss the main points of the advertisement such as:*
  - (a) *what the country has to offer;*
  - (b) *the image of the country being presented through the advertisement;*
  - (c) *how convincing is the advertisement;*
  - (d) *whether they should visit the country, based on the advertisement.*

As a follow-up activity, students create an advertisement *for television* in French to sell the tourism product of their own country.
4. *Have students visit an agricultural station, farm or oil refinery and report in French on its contribution to the economy.*

## UNIT 2

### MODULE 3: L'INDUSTRIE ET L'ÉCONOMIE (cont'd)

5. *Have students listen to a discussion and/or an interview, a Podcast about the problems faced by small countries that depend on one product for export, for example, the banana producers of the Caribbean.*

*They discuss in class:*

- (a) *the reason for the problem;*
- (b) *what small economies can do to protect their main export;*
- (c) *how small countries can survive in a world of globalisation.*

*As a follow-up activity, students write an essay on the issue with suggestions for ways in which these countries could diversify their agricultural sector.*

6. *Have students investigate a successful self-employed entrepreneur either in their country or a French speaking country.*

*Students:*

- (a) *construct a profile of the business;*
- (b) *find out about the use of ICTs in the business.*

*As a follow-up activity, students do a role-play in French simulating an interview between a journalist and the entrepreneur.*

7. *Have students make an oral presentation, create a Podcast (audio or video) on genetically modified foods.*
8. *Use excerpts from the prescribed literary texts as stimulus material for classroom activities and discussion related to the specific themes.*

***Most of the suggested teaching and learning activities can be used for classroom evaluation purposes.***

## ◆ OUTLINE OF ASSESSMENT

*Each Unit of the syllabus will be assessed separately. The assessment will comprise two components, one external and one internal. Candidates must complete the School-Based Assessment for each Unit for which they register.*

**The scheme of assessment for each Unit will be the same.** Candidates' performance on each Unit will be reported as an overall grade and a grade on each Module of the Unit.

### EXTERNAL ASSESSMENT FOR EACH UNIT (80 per cent)

**Written papers** - **5 hours 10 minutes**

<b>Paper 01</b> (1 hour)	<b>Listening Comprehension</b> Candidates are to answer six compulsory short-response questions.	30 per cent
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<b>Paper 02</b> (2 hours and 10 minutes)	<b>Reading and Writing</b> Candidates are to answer three questions.	30 per cent
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<b>Paper 03</b> (2 hours)	<b>Literary Analysis and Themes</b> Candidates are to answer two questions.	20 per cent
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### SCHOOL-BASED ASSESSMENT FOR EACH UNIT (20 per cent)

**Paper 04** **Oral Examination**

This component is assessed by the teacher using School-Based Assessment criteria provided by CXC and is externally moderated by CXC.

### MODERATION OF THE SCHOOL-BASED ASSESSMENT

*School-Based Assessment Record Sheets are available online via the CXC's website [www.cxc.org](http://www.cxc.org).*

*All School-Based Assessment Record of marks must be submitted Online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC for moderation purposes. These assignments will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.*

*Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC of the examination results.*



## ASSESSMENT DETAILS

### External Assessment (80 per cent of Total Assessment)

#### Paper 01 - Listening Comprehension (1 hour – 30 per cent of Total Assessment)

##### 1. Number of Questions

This paper consists of six compulsory questions arranged in two sections covering all three Modules. *Two questions are based on Module 1, one question on Module 2, and three questions on Module 3.*

##### 2. Syllabus Coverage

Knowledge of the entire Unit is required. *The aim of this paper is to test the listening skill.*

##### 3. Question Type

In Section A, which *is based on* Modules 1 and 3, there are five short selections in French and short answers are to be provided in English.

Section B, which *is based on* Module 2, consists of an extended conversation, interview, commentary or discussion in French with questions in English to be answered in English.

##### 4. Mark Allocation

The maximum number of marks available for this paper is 72. The paper contributes 30 per cent to the final assessment. Each Module contributes 10 per cent.

##### 5. Award of Marks

Full marks are awarded for correct answers. *Partial credit is awarded for partially correct answers.*

#### Paper 02 – Reading and Writing (2 hours and 10 minutes – 30 per cent of Total Assessment)

##### 1. Number of Questions

This paper consists of seven questions.

##### 2. Syllabus Coverage

*Familiarity with the entire Unit is required.* The aim of this paper is to test the reading and writing skills.



### 3. Question Type

Section A consists of two passages based on Modules 1 and 3 requiring short responses. Candidates must answer ALL questions in Section A.

#### Passage 1

Candidates will be required to:

- (a) *respond in FRENCH, in their own words, to questions set in FRENCH;*
- (b) *express their opinion on issues raised in the passage.*

#### Passage 2

Candidates will be required to:

- (a) *respond in ENGLISH to questions set in English;*
- (b) *explain key phrases and idiomatic expressions in the text.*

Section B consists of five (5) essay questions based on Module 2. Candidates will be required to write an essay of 300 – 350 words in FRENCH on ONE of the five questions.

### 4. Mark Allocation

The total number of marks available for this paper is 72. The paper contributes 30 per cent to the final assessment. Each Module contributes 10 per cent.

### 5. Award of Marks

*In Section B, full marks are awarded for correct answers. Partial credit is awarded for partially correct answers.*

*In Section B, marks are awarded for correctness of expression and content.*

## **Paper 03 – Literary Analysis and Themes (2 hours – 20 per cent of Total Assessment)**

### 1. Number of Questions

This paper consists of eight questions. Candidates are required to answer two questions, one from Section A (Literary Analysis) and one from Section B (Thematic Essays).

**Candidates must use a different text to answer each question.**

### 2. Syllabus Coverage

*Knowledge of the theme(s) selected is required.* The aim of this paper is to test candidates' ability to understand and analyse literary texts.



### 3. Question Type

#### UNIT 1

Section A: This section consists of four literary excerpts requiring short responses in **French** to questions set on the excerpts. Candidates will be expected to describe and analyse *one or more of the following*: plot, setting, character and narrative *or dramatic* techniques related to ONE excerpt.

Section B: Section B consists of four essay questions on the set themes. Candidates are required to answer ONE question. *Questions will be set in English. Candidates will be required to refer in detail to one text for the theme of choice. Candidates must not select for Section B, the text which they used for their answer in Section A.*

#### UNIT 2

Section A: This section consists of four literary excerpts requiring short responses in **French** to questions set on the excerpts. Candidates will be expected to describe and analyse *one or more of the following*: plot, setting, character and narrative *or dramatic* techniques related to ONE excerpt. **Candidates will also be expected to display detailed knowledge of the structure and content of the text.**

Section B: Section B consists of four essay questions on the set themes. Candidates are required to answer ONE question. *Questions will be set in English. Candidates will be required to refer in detail to one text for the theme of choice. Candidates must not select for Section B, the text which they used for their answer in Section A.*

Essays should be between 450-500 words and be written in **English** and **MUST** include quotations from the text. Quotations **MUST** be cited in **French**.

Candidates will be allowed to bring into the examination room a dictionary and one text related to EACH theme for the purpose of answering questions in Section B. Texts that are brought into the examination room must not be heavily annotated. *Where any editor's notes appear at the beginning or end of the text, these must not be visible to the candidate.*

### 4. Mark Allocation

The total number of marks available for this paper is 48. These marks are equally distributed across the three Modules. The paper contributes 20 per cent to the final assessment. Each Module contributes 6.66 per cent.

## 5. Award of Marks

In Section A, full marks are awarded for correct answers. Partial credit is awarded for partially correct answers.

In Section B, marks are awarded for knowledge and understanding, application of knowledge and organisation of material.

### **School-Based Assessment (20 per cent of Total Assessment)**

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded by teachers are in line with the Caribbean Examinations Council's standards, the Council undertakes the moderation of a sample of the School-Based Assessment assignments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities *emphasised* by this CAPE subject and *enhances* the validity of the examination on which candidate performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

The Caribbean Examinations Council seeks to ensure that the School-Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

## **Paper 04 – Oral Examination (15 minutes – 20 per cent of Total Assessment)**

*The oral examination will be conducted by the classroom teacher. The entire examination must be taped and submitted to the Local Registrar to reach CXC no later than 31 May of the year of the examination.*

### **UNIT 1**

*The prepared topic, topic conversation and general conversation MUST be based on Modules 1, 2 or 3 of Unit 1.*

### **UNIT 2**

*The prepared topic, topic conversation and general conversation MUST be based on Modules 1, 2 or 3 of Unit 2.*

The format of the examination is as follows:

#### **1. PREPARED TOPIC (3 minutes) – 12 marks**

Presentation by the candidate of a prepared topic of his or her choice approved by the teacher. The topic chosen must focus on a Francophone country. Reference may also be made to the candidate's country. Candidates will be assessed on their ability to provide relevant information, and to express opinions in a coherent and logical manner.

Candidates should be natural and spontaneous in the delivery of the topic. Candidates are not allowed to bring a written version of their presentation into the examination room, but may have a cue card with no more than five (5) headings.

#### **2. TOPIC CONVERSATION (5 - 6 minutes) – 18 marks**

In this section, the teacher should initiate conversation about the prepared topic. Candidates must be prepared to provide additional information, as well as express their opinions and engage the teacher in a conversation related to the topic.

#### **3. GENERAL CONVERSATION (5 - 6 minutes) – 18 marks**

- (a) This section should start with general questions on the candidate's background and move quickly to a discussion of more abstract or current issues.
- (b) Candidates should discuss current issues but are not expected to be knowledgeable on all such matters.
- (c) Candidates should express their opinions and engage the teacher in a general conversation.



## GUIDELINES FOR CONDUCTING THE SCHOOL-BASED ASSESSMENT (ORAL)

1. *The entire examination should be conducted in a relaxed, quiet environment.*
2. The entire examination, including greetings and instructions, must be conducted in French and should not exceed 15 minutes.
3. Before formally beginning the examination, the teacher should put each candidate at ease with one or two simple warm-up questions or comments.

### Examples of warm-up questions

- Comment allez-vous?*
- Comment vous appelez-vous?*
- Quel âge avez-vous?*
- Où habitez-vous?*

4. *The teacher should inform the candidate at the start of the assessment that the examination will be conducted in a specific order – prepared topic, topic conversation, general conversation. This should be done in French.*
5. The teacher should encourage the candidate with positive reinforcement such as *bien, très bien*, in appropriate places.
6. The teacher should **NOT** put off candidates by negative reactions to their responses.
7. The teacher should speak at a natural pace. The teacher should not distort the language by being too deliberate in speech.
8. The teacher should ask questions **once** only and repeat only after the candidate has paused long enough to indicate lack of understanding.
9. The teacher should avoid talking too much, thus interfering with the candidate's production of the language.
10. **The teacher should NOT end abruptly.** The teacher should bring the examination to a pleasant close with some appropriate comment.

## GUIDELINES FOR PREPARED TOPIC

### **Time: 3 minutes**

1. *Each candidate should be prepared to speak on the topic selected.* Teachers must ensure that the topic selected by the candidates falls within the scope of the three Modules.
2. During the examination, candidates are required to speak for approximately **THREE MINUTES** on the topic chosen. Candidates should be natural and spontaneous in their delivery of the topic.
3. Candidates are allowed to use cue cards, with no more than five (5) headings as reminders of special points in their presentation.
4. During the oral examination, the teacher should only make brief encouraging comments such as *bien, très bien*, in appropriate places.



## GUIDELINES FOR TOPIC CONVERSATION

**Time: 5 - 6 minutes**

1. Prior to the examination, the teacher should have prepared questions on EACH topic.
2. Questions should be formulated to elicit facts, opinions and comments.
3. The teacher should ask EACH candidate questions based on the selected topic but should bear in mind that the examination should be conducted as a conversation between two persons.
4. Care should be taken to ensure that the conversational nature of the examination is developed and maintained throughout.

## GUIDELINES FOR GENERAL CONVERSATION

**Time: 5 - 6 minutes**

1. Prior to the examination, the teacher should have prepared questions on current issues.
2. Questions should be formulated to elicit facts, opinions and comments.
3. The teacher should bear in mind that the examination should be conducted as a conversation between two persons.
4. Care must be taken to ensure that the conversational nature of the examination is developed and maintained throughout.

The Assessment criteria will be based on the following areas:

- (a) Content and Presentation;
- (b) Comprehension;
- (c) Correctness of Expression and Vocabulary;
- (d) Pronunciation, Intonation and Fluency.

### ***Examples of General Questions***

1. *A votre avis, quelles sont les causes de la délinquance juvénile?*
2. *Croyez-vous que la télévision entraîne la violence?*
3. *Est-ce que les sports jouent un rôle important dans la vie moderne?*
4. *On dit que les écoles sont en crise. Pourquoi?*
5. *Quels sont les effets des drogues sur notre société?*
6. *On dit que c'est le rôle de la femme d'élever les enfants. Qu'en pensez-vous?*



## MARK SCHEME FOR THE SCHOOL-BASED ASSESSMENT (ORAL EXAMINATION)

The total mark for the oral examination is 48. In the Mark Scheme below, the marks for Topic Conversation and General Conversation were doubled for marking convenience and should be divided by TWO (2) before being added to the mark for the Prepared Topic to arrive at the final mark.

Prepared Topic 12 Marks	Topic Conversation 18 Marks			General Conversation 18 Marks		
Content/Presentation  12 Marks	Comprehension  6 Marks	Correctness of Expression/Range of Vocabulary 6 Marks	Pronunciation/ Intonation/Fluency  6 Marks	Comprehension  6 Marks	Correctness of Expression/Range of Vocabulary 6 Marks	Pronunciation/ Intonation/Fluency  6 Marks
Total 12 Marks	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12	Total 6 x 2 = 12
10 – 12 Excellent organisation and coverage of topic; includes many facts, ideas and sound opinions expressed in a very coherent and logical manner; very spontaneous delivery; excellent presentation.	10 – 12 Responds promptly and appropriately to all questions and has no problems comprehending.	10 – 12 Uses a wide range of structures and vocabulary appropriately and accurately; occasional minor error.	10 – 12 Excellent pronunciation and intonation; very fluent and accurate speech; occasional minor error or slight hesitation.	10 – 12 Responds promptly and appropriately to all questions and has no problems comprehending.	10 – 12 Uses a wide range of structures and vocabulary appropriately and accurately; an occasional minor error.	10 – 12 Excellent pronunciation and intonation; very fluent and accurate speech; occasional minor error or slight hesitation.
8 - 9 Very good organisation and coverage of topic; includes many facts, ideas and opinions; opinions are coherent and logical; spontaneous delivery; very good presentation.	8 - 9 Responds promptly and appropriately to most questions but has occasional problems comprehending.	8 - 9 Uses a wide range of structures and vocabulary appropriately and accurately; a few minor errors.	8 - 9 Very good pronunciation and intonation; very fluent and accurate speech; occasional error or hesitation.	8 - 9 Responds promptly and appropriately to most questions and has occasional problems comprehending.	8 - 9 Uses a wide range of structures and vocabulary appropriately and accurately; a few minor errors.	8 - 9 Very good pronunciation and intonation; very fluent and accurate speech; occasional error or hesitation.
7 Good organisation and coverage of topic; fewer facts, ideas and opinions included; opinions are coherent and logical; slight hesitancy in delivery; good presentation.	7 Responds appropriately but has some problems comprehending.	7 Uses a wide range of structures and vocabulary appropriately and accurately; more minor errors.	7 Good pronunciation and intonation; fluent and accurate speech; minor errors; more hesitation.	7 Responds appropriately but has some problems comprehending.	7 Uses a wide range of structures and vocabulary appropriately and accurately; more minor errors.	7 Good pronunciation and intonation; fluent and accurate speech; minor errors; more hesitation.



<b>Prepared Topic 12 Marks</b>	<b>Topic Conversation 18 Marks</b>			<b>General Conversation 18 Marks</b>		
<b>Content/Presentation  12 Marks</b>	<b>Comprehension  6 Marks</b>	<b>Correctness of Expression/Range of Vocabulary 6 Marks</b>	<b>Pronunciation/ Intonation/Fluency  6 Marks</b>	<b>Comprehension  6 Marks</b>	<b>Correctness of Expression/Range of Vocabulary 6 Marks</b>	<b>Pronunciation/ Intonation/Fluency  6 Marks</b>
<b>Total 12 Marks</b>	<b>Total 6 x 2 = 12</b>	<b>Total 6 x 2 = 12</b>	<b>Total 6 x 2 = 12</b>	<b>Total 6 x 2 = 12</b>	<b>Total 6 x 2 = 12</b>	<b>Total 6 x 2 = 12</b>
6 Satisfactory organisation and coverage of topic; not many facts, ideas and opinions included; opinions expressed with reasonable coherence and logic; greater hesitancy in delivery; satisfactory presentation.	6 Understands most questions but responds after some delay.	6 Satisfactory grasp of essential structures; some inaccuracies but not affecting meaning.	6 Generally correct pronunciation and intonation; reasonable fluency and accuracy in speech; greater hesitation and number of errors.	6 Understands most questions but responds after some delay.	6 Satisfactory grasp of essential structures; some inaccuracies but not affecting meaning.	6 Generally correct pronunciation and intonation; reasonable fluency and accuracy in speech; greater hesitation and number of errors.
5 Inadequate organisation and coverage of topic; very few facts, ideas and opinions included; opinions lack coherence and logic; marked hesitancy in delivery; very disjointed presentation.	5 Understands only basic questions, requires prompting and responds with difficulty.	5 Demonstrates some grasp of essential structures; however, has inaccuracies that affect meaning.	5 Generally incorrect pronunciation and intonation; marked hesitation in speech.	5 Understands only basic questions, requires prompting and responds with difficulty.	5 Demonstrates some grasp of essential structures; however, has inaccuracies that affect meaning.	5 Generally incorrect pronunciation and intonation; marked hesitation in speech.
3 - 4 Very poor organisation and coverage of topic; irrelevant material, incoherent arguments; no factual information; long pauses in delivery.	3 - 4 Understands very few questions and produces limited responses.	3 - 4 Demonstrates a limited grasp of essential structures; numerous inaccuracies.	3 - 4 Inadequate pronunciation and intonation; barely comprehensible; long pauses in speech.	3 - 4 Understands very few questions and produces limited responses.	3 - 4 Demonstrates a limited grasp of essential structures; numerous inaccuracies.	3 - 4 Inadequate pronunciation and intonation; barely comprehensible; long pauses in speech.
0 - 2 Little or no production; ungradable.	0 - 2 Understands little or nothing and produces many anglicisms.	0 - 2 Demonstrates no grasp of essential structures; generally inaccurate.	0 - 2 Severely distorted pronunciation and intonation; cannot be understood.	0 - 2 Understands little or nothing and produces many anglicisms.	0 - 2 Demonstrates no grasp of essential structures; generally inaccurate.	0 - 2 Severely distorted pronunciation and intonation; cannot be understood.



## ◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates will be required to complete Papers 01, 02, 03 and 04.

Paper 04 comprises the oral examination.

The requirements of Paper 04 are the same as those for the School-Based candidates.

## ◆ REGULATIONS FOR RESIT CANDIDATES

*Re-sit candidates must complete Papers 01, 02 and 03 of the examination for the year for which they re-register. A candidate who re-writes the examination within two years may re-use the moderated SBA score [Paper 04, Oral Examination] earned in the previous sitting within the preceding two years.*

*Candidates are no longer required to earn a moderated score that is at least 50 per cent of the maximum possible score; any moderated score may be re-used.*

*Candidates re-using SBA scores in this way must register as 'Re-sit candidates' and provide the previous candidate number. (In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the pre-slip if a candidate's moderated SBA score is less than 50 per cent).*

***For CAPE French, candidates can no longer transfer their SBA score from one Unit to the other Unit.***

*Re-sit candidates must be registered through a school, a recognised educational institution, or the Local Registrar's Office.*

## ◆ ASSESSMENT GRID

The Assessment Grid for each Unit contains marks assigned to Papers and Modules, and percentage contributions of each Paper to total scores.

Papers	Module 1	Module 2	Module 3	Total	(%)
<b>External Assessment</b>					
Paper 01	24	24	24	72	(30)
Paper 02	24	24	24	72	(30)
Paper 03	16	16	16	48	(20)
<b>School-Based Assessment</b>					
Paper 04	16	16	16	48	(20)
<b>Total</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>240</b>	<b>(100)</b>

## ◆ GLOSSARY OF BEHAVIOURAL VERBS USED IN THE MODERN LANGUAGES EXAMINATIONS

### WORD

(Analyse) Analysez

### TASK

*Explain or interpret information by examining its constitution or structure methodically as directed. An analysis may involve identifying matters such as dialectal varieties, attitudes to language, authorial tone, elements of literary analysis, such as plot, theme, stylistic devices, narrative point of view, tone, time and setting.*

*This requires the careful examination of material in order to identify meaning. This may be done by identifying motives or causes, making inferences, and/or finding evidence to support generalisations.*

*For example: Analysez la peinture du couple dans ce texte.*

(Comment) Commentez

*Give your views or reaction. This verb is typically used in a question that seeks the candidate's views on the effectiveness of a literary or language device and requires an examination of how the writer uses different elements of writing, for example, a literary device or diction to create effect and meaning. The overall effect on the piece of work must be provided. The effect must take into account the writer's purpose and other elements of the piece of work, for example, theme, structure, diction and tone. A judgment must be made about the level of effectiveness of the element used. A link must be made between the writer's intent and the outcome.*

*For example: Commentez l'interprétation de Lumumba du mot <<neutralisation>>.*

## WORD

## TASK

*(Compare and contrast) Comparez et contrastez*

*Express similarities and differences between at least two entities. 'Compare' refers to the similarities, while 'contrast' refers the differences. An alternative expression is 'State/Discuss similarities and differences'. Contrast expresses differences and distinction. In the act of contrasting, similarities are noted so that differences and distinctions can be highlighted. In comparing, however, only similarities are highlighted. Instead of the words compare or contrast, the words similarities or differences may be used in the examination.*

*For example: Comparez et contrastez la conduite des femmes dans ce texte.*

*(Define) Définissez*

*State precisely the meaning, nature or scope of words or phrases (often with an illustration). This verb is usually used in relation to words/phrases. It may be necessary to give an example.*

*For example: Définissez le terme 'no man's land'.*

*(Describe) Décrivez*

*Provide a detailed account, including significant characteristics or traits of the issue in question.*

*For example: Décrivez les sentiments du narrateur au début de l'extrait.*

*(Discuss) Discutez*

*Provide an extended answer exploring related concepts and issues using detailed examples but not necessarily drawing a conclusion.*

*For example: <<Le téléphone portable contribue de plus en plus aux malheurs de la société.>> Discutez.*

*(Explain) Expliquez*

*Focus on what, how and why something occurred. State the reasons or justifications, interpretation of results and causes. Make something (usually an idea, situation or problem) clear by describing it in more detail or giving more information on it. Include evidence to support your explanation.*



## WORD

## TASK

*(Evaluate) Évaluez*

*Expliquez le choix du mot <<parvint>> par le narrateur dans le premier paragraphe.*

*Judge or determine the value of material (sources of information, articles) for a given purpose with appropriate support/examples/evidence.*

*For example: Évaluez l'importance des interventions du personnage principal dans cette scène.*

*(Give /State) Donnez*

*These verbs can be used interchangeably. Provide short concise answers.*

*For example : Donnez DEUX exemples de l'amour paternel dans ce texte.*

*(Identify) Identifiez*

*Extract the relevant information from the stimulus without explanation.*

*For example: Identifiez les DEUX phrases qui semblent indiquer que le narrateur a l'esprit analytique.*

*In some instances the question may first ask that you identify and then justify your answer. In such a situation an explanation must be given.*

*(Justify) Justifiez*

*Give an explanation (for a response or situation). Support your explanation with the use of examples.*

*For example: <<La dame a l'esprit très ouvert.>> Justifiez cette opinion en vous référant à l'extrait.*

*(Relate) Racontez*

*Tell or give an account of.*

*For example: Racontez l'histoire de sa vie.*

*(Suggest) Suggérez / Recommandez*

*To provide, to give, or to put forward suggestions or recommendations.*

*For example: Suggérez des solutions au chômage de longue durée dans notre région.*





## ◆ RESOURCES

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Paris: Le Robert, 2003.

### Useful Internet Resources

- American Council on the Teaching of Foreign Languages (ACTFL): [www.actfl.org](http://www.actfl.org)  
 Grant and Cutler Language Booksellers: [www.grantandcutler.com](http://www.grantandcutler.com)  
 Linguanet and CILT (Center for Information on Language Teaching: [www.cilt.org.uk](http://www.cilt.org.uk)  
 France à la Carte: [www.francelacarte.org.uk](http://www.francelacarte.org.uk)  
 Le cinéma français: [www.fcm.fr/chtrain/cinefr.htm](http://www.fcm.fr/chtrain/cinefr.htm)



## **Websites**

[www.advmaterials.demon.co.uk](http://www.advmaterials.demon.co.uk)

[www.attica.fr](http://www.attica.fr)

[www.champs-elysees.com](http://www.champs-elysees.com)

[www.cilt.org.uk](http://www.cilt.org.uk)

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[www.french.about.com](http://www.french.about.com)

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[www.grantandcutler.com](http://www.grantandcutler.com)

[www.linguanet.org.uk](http://www.linguanet.org.uk)

[www.quia.com/pages/babelspeak/html](http://www.quia.com/pages/babelspeak/html)

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[www.sitesforteachers.com](http://www.sitesforteachers.com)

[http://www.tv5.org/TV5Site/enseigner-apprendre-francais/accueil\\_enseigner.php](http://www.tv5.org/TV5Site/enseigner-apprendre-francais/accueil_enseigner.php)

[www.voila.fr](http://www.voila.fr)

[www.yahoo.fr](http://www.yahoo.fr)

## **Western Zone Office**



# CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination®



## FRENCH

### Specimen Papers and Mark Schemes/Keys

**Specimen Papers:**

- Unit 1, Paper 01
- Unit 1, Paper 02
- Unit 1, Paper 03
- Unit 2, Paper 01
- Unit 2, Paper 02
- Unit 2, Paper 03

**Mark Schemes and Keys:**

- Unit 1, Paper 01
- Unit 1, Paper 02
- Unit 1, Paper 03
- Unit 2, Paper 01
- Unit 2, Paper 02
- Unit 2, Paper 03



TEST CODE 02122010

FORM 02122010/SPEC/2011

**CARIBBEAN EXAMINATIONS COUNCIL**

**ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER**

**FRENCH UNIT 1**

**PAPER 01 - LISTENING COMPREHENSION**

**CANDIDATE'S PAPER**

*1 hour*

**INSTRUCTIONS TO CANDIDATES**

1. This paper is divided into TWO sections.
2. Section A consists of FIVE selections.
3. Section B consists of an interview.
4. Answer ALL questions using the spaces provided in this booklet.
5. ALL answers are to be written in English.

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

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## SECTION A

**Instructions to Candidates**

**You will hear FIVE short selections. Each will be read twice. Listen carefully, then, in the spaces provided in your answer booklet, answer in ENGLISH, the questions that are based on each selection. You may make notes at any time during the examination.**

**You now have ONE minute to read the questions on the first selection.**

**Now, listen to the first selection.**

**SELECTION 1**

**Listen to the first selection for the second time.**

**You now have TWO minutes to answer the questions.**

1. (a)(i) Where did the narrator work with her husband?

---

- (ii) For how long did she work with her husband?

---

**[2 marks]**

- (b) How does she explain her marriage to a farmer?

---



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**[2 marks]**

- (c) At what time did the narrator get up each day and why did she do so?

---



---

**[2 marks]**

GO ON TO THE NEXT PAGE

(d) With what else was the narrator occupied?

---

---

[2 marks]

(e) What conclusion did she draw based on her own work?

---

---

[2 marks]

(f) What eventually happened to the narrator?

---

---

[2 marks]

**Total 12 marks**



**You now have ONE minute to read the questions on the second selection.**

**Now, listen to the second selection.**

SELECTION 2

**Listen to the second selection for the second time.**

**You now have TWO minutes to answer the questions.**

2. (a) State TWO benefits of sports.

---

---

---

**[4 marks]**

(b) Who are the persons obliged to help a child select a sport?

---

---

**[2 marks]**

(c) What type of child will benefit from playing football?

---

---

**[2 marks]**

(d) List TWO examples of 'technique' sports that are mentioned in the selection.

---

---

**[2 marks]**

(e) State how being involved in technique sports can benefit children.

---

---

**[2 marks]**

**Total 12 marks**

**GO ON TO THE NEXT PAGE**

**You now have ONE minute to read the questions on the third selection.**

**Now, listen to the third selection.**

SELECTION 3

**Listen to the third selection for the second time.**

**You now have TWO minutes to answer the questions.**

3. (a) What is likely to happen by the year 2050?

---

---

**[3 marks]**

(b) What has been the input of the researchers?

---

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**[3 marks]**

(c) State the effect of the shortening of the icy season in Canada.

---

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**[2 marks]**

**Total 8 marks**

**You now have ONE minute to read the questions on the fourth selection.**

**Now, listen to the fourth selection.**

SELECTION 4

**Listen to the fourth selection for the second time.**

**You now have TWO minutes to answer the questions.**

4. (a) What is 'Nature Conservancy'?

---

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**[2 marks]**

(b) How many species of bats are at risk?

---

**[1 mark]**

(c) In what way are bats at risk?

---

---

**[2 marks]**

(d) What is the myth that is being perpetuated about bats?

---

**[1 mark]**

(e) State TWO ways in which bats are useful to man.

(i) \_\_\_\_\_

---

(ii) \_\_\_\_\_

---

**[2 marks]**

**Total 8 marks**

**GO ON TO THE NEXT PAGE**

**You now have ONE minute to read the questions on the fifth selection.**

**Now, listen to the fifth selection.**

**SELECTION 5**

**Listen to the fifth selection for the second time.**

**You now have TWO minutes to answer the questions.**

5. Place a tick (✓) next to EACH of the FOUR sentences which is correct according to the selection.

(a)	Small Caribbean islands have waste disposal problems.	
(b)	There is adequate solid waste collection in urban areas.	
(c)	Solid waste products are sometimes burnt.	
(d)	Solid waste products are dumped into rivers.	
(e)	Inadequate waste disposal can cause serious health problems.	
(f)	Intestinal diseases are increasing at an alarming rate.	
(g)	Governments are required to develop waste disposal projects.	
(h)	Recycling is a means of managing waste disposal.	

**Total 8 marks**

**Section Total 48 marks**

**END OF SECTION A**

**GO ON TO THE NEXT PAGE**

## SECTION B

**Instructions to Candidates**

**In this section you will hear an interview. The entire interview will be played a first time and will then be repeated in two parts. You will be allowed THREE minutes to read the questions based on the interview before the compact disc (CD) is played for the first time.**

**After listening to PART 1, you will be allowed FIVE minutes to answer the questions on that part. This procedure will be repeated for PART 2.**

**The entire interview will then be repeated, after which you will be allowed time to check your work.**

**You now have THREE minutes to read the questions.**

**Now, listen to the entire interview.**

*[Entire interview is played.]*

**Interview between a journalist from the magazine, Le Monde, and Mr. Cotis, Chief Economist at the Organization for Economic Cooperation and Development.**

**Now, listen to PART 1 of the interview.**

[PART 1 is played]

**You now have FIVE minutes to answer the questions on PART 1.**

**PART 1**

6. (a) How does France rank in terms of unemployment?

---



---



---

**[2 marks]**

- (b) What does Mr. Cotis mention about the unemployment rate of small countries such as Ireland?

---



---

**[1 mark]**

GO ON TO THE NEXT PAGE

- (c) Which countries are considered as having large economies?

---

---

**[3 marks]**

- (d) What, in Mr.Cotis' view, is responsible for the high unemployment rate in France?

---

---

**[2 marks]**

- (e) How does Mr. Cotis analyse France's problem?

---

---

**[4 marks]**

**Now, listen to PART 2 of the interview.**  
[PART 2 is played]

**You now have FIVE minutes to answer the questions on PART 2.**

PART 2

- (f) What comment does Mr. Cotis make about unqualified persons?

---

---

**[3 marks]**

- (g) Identify the group that has the highest number of unqualified persons.

---

**[1 mark]**

- (h) What constitutes a major barrier to the employment of some persons?

---

**[2 marks]**

GO ON TO THE NEXT PAGE

- (i) What comparison is made between France and other members of the organization?

---

---

---

[3 marks]

- (j) What final comment does Mr. Cotis make about young people?

---

---

---

[3 marks]

**Section Total 24 marks**

**Now, listen to the entire interview as it is played for the final time.**  
[Entire interview is played.]

**You may now use the time remaining to check your work.**

**END OF TEST**

**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.**



**02122010/CAPE/SPEC/K/2011**

**CARIBBEAN EXAMINATIONS COUNCIL**

**ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER**

**FRENCH UNIT 1**

**PAPER 01 - LISTENING COMPREHENSION**

**KEY**



**SECTION A****Selection 1**

- (a) (i) She worked on a farm (1)  
(ii) for seventeen years. (1) [2 marks]
- (b) She (herself) was the daughter of a farmer. / It seemed logical to marry a farmer. (1) (1) [2 marks]
- (c) She got up at 5:30. / She milked the cows. (1) (1) [2 marks]
- (d) She was also occupied with her four children / and the housework. (1) (1) [2 marks]
- (e) She felt that she was doing too much when compared with her husband. (1) (1) [2 marks]
- (f) Her husband put her out at Christmas. 1 1 [2 marks]

**Total 12 marks****Selection 2**

- (a) Contributes to a positive life style / and to the physical / and psychological development of the child. (2) AND (2) OR (2) [4 marks]
- (b) Parents/teachers (1) (1) [2 marks]
- (c) A child who is timid/lacking in self-confidence. (1) (1) [2 marks]
- (d) Tennis/golf. (1) (1) [2 marks]
- (e) Reserved children / become outgoing (OR confident). (1) (1) (1) [2 marks]

**Total 12 marks**

**Selection 3**

- (a) Disappearance / of about 1 million / plant species. (1) 1 1  
[3 marks]
- (b) They have evaluated the consequences / of high temperatures /  
on over a thousand species OR 15 – 37% of species. (1) (1)  
(1)  
[3 marks]
- (c) The survival of polar bears / has been threatened. (1) (1)  
[2 marks]
- Total 8 marks**

**Selection 4**

- (a) An organization which protects the environment. (1) (1)  
[2 marks]
- (b) 250. [1 mark]
- (c) Their habitats are disturbed by human activity. (1) (1)  
[2 marks]
- (d) Bats are dangerous. [1 mark]
- (e) (i) They eat insects. [1 mark]
- (ii) They play a major role in pollination and the scattering  
of seeds. [1 mark]
- Total 8 marks**

**Selection 5**

- (a), (d), (e), (h) [2 marks each]  
Total 8 marks

**SECTION B****Part 1**

- (a) It has one of the highest unemployment rates in the world. [2 marks]  
(1) (1)
- (b) These countries have a low unemployment rate. [1 mark]
- (c) Japan, USA, UK. [3 marks]  
(1) (1) (1)
- (d) The functioning of the labour market / job market. [2 marks]  
(1) (1)
- (e) France does not have an over-abundance of manpower / but difficulty in creating sufficient employment / enough jobs. [4 marks]  
(1) (1)

**Part 2**

- (f) Very few jobs have been created for them / for persons in that category. [3 marks]  
1 1 1
- (g) Young people (comprise the highest number of unqualified persons). [1 mark]
- (h) The high cost of unqualified labour. [2 marks]  
(1) (1)
- (i) Cost of unskilled labour / is the highest / in proportion to the average median salary. [3 marks]  
(1) (1) (1)
- (j) There are more young unskilled workers in France than in many industrialized countries. [3 marks]  
(1)

**Total 24 marks**



**TEST CODE 02122020**

**FORM 02122020 / SPEC/ 2011**

**CARIBBEAN EXAMINATIONS COUNCIL**

**ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER**

**FRENCH UNIT 1**

**PAPER 02 - READING AND WRITING**

*2 hours 10 minutes*

**INSTRUCTIONS TO CANDIDATES**

1. This paper is divided into TWO sections.
2. Section A consists of TWO passages and questions based on the passages.
3. Answer ALL of the questions in Section A.
4. Section B consists of FIVE essay questions based on Module 2.
5. Answer ONE question in Section B.
6. You will be penalized for disregarding these instructions.

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

## SECTION A

### READING COMPREHENSION

**This section consists of TWO passages. Read each passage carefully and respond according to the instructions given.**

#### Passage 1

#### Obésité, l'épidémie du 21ème siècle

Les régimes, Martine les a tous faits. Pamplemousse, hydrates de carbone, raisins, protéines liquides, elle a tout essayé. Elle a réduit les portions et même jeûné, compté les calories avec les Weight Watchers. En vain. Tentative après tentative, elle a perdu une quantité astronomique de kilos. Qu'elle a regagnés. Non parce qu'elle est inactive physiquement, mais à cause de sa «relation tordue» avec la nourriture: «Certains soirs, tu mangerais un rhinocéros.» Au seuil de la quarantaine, elle a presque 30 kilos de plus que son poids santé.

Un sentiment d'échec? «Bien sûr.» Et la fin d'une illusion. Comme 95% des gens qui essaient de perdre du poids et de ne pas le regagner, elle s'est cognée à une réalité têtue, bêtement biologique.

Pour rester à un poids idéal qu'il semble garder en mémoire, le corps résiste aux tentatives de le faire maigrir.

Et il leur résiste de manière très bien organisée, souligne le Dr. Denis Richard, titulaire de la chaire de recherche sur l'obésité de l'Université Laval. «Dès qu'il y a privation de nourriture ou baisse de poids, les cellules graisseuses envoient des signaux au cerveau, qui déclenche aussitôt un système de régulation remarquablement efficace. Certains groupes de neurones secrètent alors des substances chimiques spécialisées dans l'augmentation de la prise d'aliments et la diminution de la dépense énergétique.» Consciemment ou non, vous mangez plus. Et vous fonctionnez sur le mode économique. Voilà pourquoi il n'est jamais facile de perdre du poids de façon durable.

Diane Côté et Danièle Filion, présidente et coordonnatrice respectivement du Collectif action alternative en obésité (CAAO), à Montréal, connaissent bien les ravages des régimes à répétition: les femmes, et les rares hommes, qui viennent au CAAO ont souvent dépensé «des milliers de dollars» pour un miracle qui ne s'est évidemment jamais produit. Le CAAO leur propose une tout autre approche, un programme intitulé «Choisir de maigrir?». «Avec un point d'interrogation», souligne Diane Côté, parce que l'objectif premier du programme n'est pas nécessairement de perdre des kilos, et surtout pas d'en perdre très rapidement.

*Adapted from L'Actualité, 15 mars 2003, pp. 25–26.*

**GO ON TO THE NEXT PAGE**

**1. Answer the following questions, in FRENCH, in your own words.**

- (a) Identifiez les régimes alimentaires employés par Martine pour maigrir. [3 marks]
- (b) Quelles autres méthodes utilisent Martine pour perdre du poids? [2 marks]
- (c) Expliquez pourquoi ses efforts n'ont pas réussi. [4 marks]
- (d) Qu'est-ce qui peut évoquer la dépression chez les gens comme Martine lorsqu'ils regagnent du poids? [4 marks]
- (e) D'après l'expert, quel est l'opinion médical concernant les effets du régime alimentaire sur le corps humain? [5 marks]
- (f) Pourquoi les gens dépensent tant d'argent sur des régimes alimentaires? [2 marks]
- (g) Expliquez la raison pour laquelle le titre du programme du CAAO est une question. [4 marks]

**Total 24 marks**

Passage 2

Pollutions et incidences sur les écosystèmes marins guadeloupéens

De nature archipelagique, la Guadeloupe comprend cinq dépendances et possède une population de 422 000 habitants, avec une densité de 250 hab/km<sup>2</sup>. La pression démographique s'exerce prioritairement du littoral vers l'intérieur des terres, avec une forte concentration de population le long des côtes, des axes routières et autour de Pointe-à-Pitre. À l'image des autres départements d'outre-mer, la Guadeloupe est marquée par l'accélération excessive de son secteur tertiaire, une urbanisation galopante et des carences en matière de politique et de planification. Les données économiques disponibles mettent en lumière deux principales cultures, la canne à sucre et la banane, qui représentent avec l'activité touristique le moteur de l'économie locale. Bien que la canne à sucre jouisse d'un rôle historique et culturel très fort, cette graminée sous-tend de véritables problèmes de pollution, puisque les distilleries de sucre et de rhum sont responsables d'une pollution plurielle – chimique, thermique, olfactive – à l'origine de la dégradation des écosystèmes littoraux.

**GO ON TO THE NEXT PAGE**

Des usines, qui se localisent sur des bassins versants, ont pendant longtemps déversé leurs vinasses (résidus liquides de distillation de rhum, très acides et riches en matières organiques) dans la Grande Rivière à Goyaves, entraînant une chute de la teneur en oxygène du milieu et une asphyxie de la faune et la flore. Mais les rejets industriels ne sont pas l'unique source de pollution des bassins versants – des rejets d'origine domestique doivent aussi être pris en compte. Bien que le réseau d'assainissement des eaux usées soit en constante évolution, une étude a mis en lumière le dysfonctionnement de la moitié des stations d'épuration guadeloupéennes. Dans le cas du bassin versant de la Grande Rivière à Goyaves, la station d'épuration déverse ses eaux clarifiées dans la mangrove située à proximité de son exutoire. La dispersion des maisons est aussi un facteur aggravant, puisque de nombreux riverains ne sont pas équipés de fosses septiques ou disposent de fosses inadaptées donc inefficaces. La pollution agricole participe, elle aussi, à la dégradation des conditions du milieu, en raison d'une utilisation excessive de pesticides.

*Adapted from Didier Moullet, Pascal Saffache, Anne-Laure Transler,  
"Pollutions et incidences sur les écosystèmes marins guadeloupéens".  
La Tribune des Antilles No. 48, 2006, pp. 6–8.*

**2. Answer the following questions, in ENGLISH, showing that you have understood the passage.**

- (a) What similarities exist between Guadeloupe and the other overseas departments? [3 marks]
- (b) What does economic data reveal? [3 marks]
- (c) How does sugar cane cultivation contribute to pollution? [3 marks]
- (d) How does residue from sugar cane factories affect Grand Rivière? [4 marks]
- (e) Identify TWO sources of water pollution from the second paragraph. [2 marks]
- (f) In what way does the layout of settlements contribute to degradation of the environment? [4 marks]

**GO ON TO THE NEXT PAGE**

**Find in the text the words or phrases that are similar in meaning to the following expressions:**

- |     |                         |               |          |
|-----|-------------------------|---------------|----------|
| (g) | ... des déficiences ... | [paragraph 1] | [1 mark] |
| (h) | ... quoique ...         | [paragraph 1] | [1 mark] |
| (i) | ... soulignent ...      | [paragraph 1] | [1 mark] |
| (j) | ... se situent ...      | [paragraph 2] | [1 mark] |
| (k) | ... une diminution ...  | [paragraph 2] | [1 mark] |

**Total 24 marks**

## **SECTION B**

### **ESSAYS**

**Write an essay, in FRENCH, using 300 – 350 words on ONE of the following topics.**

#### **3. Gender roles in society**

<<Certaines professions qui étaient autrefois la chasse-gardée des hommes sont aujourd'hui peuplées par les femmes à l'échelle régionale.>>  
Commentez cette opinion.

**[Total 24 marks]**

#### **4. Employment and unemployment**

<<L'Etat est l'entité la plus responsable de la création d'emplois dans une société donnée.>> Discutez.

**[Total 24 marks]**

#### **5. Religion in society**

<<La corruption est généralisée parce que les leaders religieux sont trop passifs.>> Commentez ce jugement.

**[Total 24 marks]**

**GO ON TO THE NEXT PAGE**



**6. Education**

<<Le système éducatif des pays en voie de développement n'est pas pertinent aux besoins de la société.>> Discutez.

**[Total 24 marks]**

**7. Crime and violence**

<<Le crime et la violence sont des fléaux de la vie des Caraïbes.>> Montrez en faisant référence à votre pays, si vous êtes d'accord ou non avec ce point de vue.

**[Total 24 marks]**

**END OF TEST**

**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.**

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**C A R I B B E A N   E X A M I N A T I O N S   C O U N C I L**

**A D V A N C E D   P R O F I C I E N C Y   E X A M I N A T I O N**

**S P E C I M E N   P A P E R**

**F R E N C H   U N I T   1**

**P A P E R   0 2   -   R E A D I N G   A N D   W R I T I N G**

**K E Y   A N D   M A R K   S C H E M E**

02122020/CAPE/SPEC/K/MS/2011

**PASSAGE 1**

- (a) Martine a fait des régimes de la pamplemousse, /de l'hydrate de carbone, /des raisins/ et des protéines liquides. **[3 marks]**
- Any Three
- (b) Elle a même fait le jeûne, /mangé en moins/ et surveillé ses calories suivant la méthode des Weight Watchers. **[2 marks]**
- Any Two
- (c) Elle n'a pas réussi à contrôler son appétit. / En fait elle a une "relation tordue" avec la nourriture / à savoir qu'elle mange d'énorme quantité de nourriture (rhinocéros) / certains soirs alors qu'elle sait que cela ne lui fera pas de bien. **[4 marks]**
- (d) Ils ressentent de la déception (échec) / et de la désillusion. / Ils découvrent une "réalité têtue et bêtement biologique" / Ils se rendent compte que le corps résiste aux efforts de maigrir. **[4 marks]**
- (e) Les cellules graisseuses communiquent avec le cerveau / qui déclenche un système de régularisation / avec des substances chimiques / qui à la fois ouvrent l'appétit / et met le corps dans un mode de fonctionnement économique (vis-à-vis de l'énergie). **[5 marks]**
- (f) Il paie un prodige (miracle) qui ne se réalise jamais. **[2 marks]**
- (g) Selon la coordinatrice, le premier but du programme c'est de ne pas de maigrir /, c'est de ne pas le faire trop vite. **[4 marks]**

**Total [24 marks]**

**PASSAGE 2**

- (a) Rapid growth in its tertiary sector / Increased urbanization / Inadequate policies /  
Inadequate planning  
Any Three [3 marks]
- (b) (Two main crops exist) OR [sugarcane and / bananas are main crops] (which along  
with) tourism drive the local economy. [3 marks]
- (c) Sugar and rum distilleries produce chemical / thermal or heat / olfactory pollution. [3 marks]
- (d) A fall/reduction in oxygen levels in the water. [2 marks]  
Asphyxiation/suffocation of flora and fauna. [2 marks]
- (e) Industrial waste and domestic waste. [2 marks]
- (f) Residents along the river do not have septic tanks. [2 marks]  
The wells they have are unsuitable/inadequate (and therefore ineffective) [2 marks]
- (g) des carences [1 mark]
- (h) bien que [1 mark]
- (i) mettent en lumière [1 mark]
- (j) se localisent [1 mark]
- (k) une chute [1 mark]

**Total [24 marks]**

## SECTION B

<p align="center"><b>Content/Presentation</b> (To be marked out of 12)</p>	<p align="center"><b>Correctness of Expression</b> (To be marked out of 12)</p>
<p><b>11-12</b>                    <b>Excellent</b></p> <p>Excellent organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p>	<p><b>11-12</b>                    <b>Excellent</b></p> <p>Wide range of structures and vocabulary; excellent use of idioms; generally accurate; occasional minor errors.</p>
<p><b>9-10</b>                    <b>Very Good</b></p> <p>Very good organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p>	<p><b>9-10</b>                    <b>Very Good</b></p> <p>Wide range of structures and vocabulary; very good use of idioms; generally accurate with few errors.</p>
<p><b>7-8</b>                    <b>Good</b></p> <p>Good organization and coverage of topic; generally relevant; fewer facts, ideas and opinions.</p>	<p><b>7-8</b>                    <b>Good</b></p> <p>Good grasp of essential structures; an attempt at varied vocabulary but with quite a few lapses.</p>
<p><b>5-6</b>                    <b>Satisfactory</b></p> <p>Satisfactory coverage of topic; some relevant facts, ideas and opinions; fairly coherent.</p>	<p><b>5-6</b>                    <b>Satisfactory</b></p> <p>Satisfactory grasp of essential structures; limited use of idioms; marked inaccuracies but not affecting the meaning.</p>
<p><b>4</b>                    <b>Minimal</b></p> <p>Barely adequate coverage of topic; some irrelevant facts or ideas that affect coherence at times.</p>	<p><b>4</b>                    <b>Minimal</b></p> <p>Limited grasp of essential structures; overall weakness in grammar sometimes affecting meaning.</p>
<p><b>2-3</b>                    <b>Poor</b></p> <p>Poor organization and coverage of topic; presents irrelevant facts, ideas and opinions; shows misunderstanding of question.</p>	<p><b>2-3</b>                    <b>Poor</b></p> <p>Little grasp of essential grammar; limited vocabulary; numerous inaccuracies.</p>
<p><b>0-1</b>                    <b>Ungradable</b></p> <p>Very poor; limited production; vague and general; ideas presented at random.</p>	<p><b>0-1</b>                    <b>Ungradable</b></p> <p>No grasp of essential structures; little evidence of grammatical awareness; very limited vocabulary.</p>



TEST CODE 02122030

FORM 02122030/SPEC/2011

**CARIBBEAN EXAMINATIONS COUNCIL**  
**ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER**

**FRENCH UNIT 1**

**PAPER 03 – LITERARY ANALYSIS AND THEMES**

*2 hours 10 minutes*

**INSTRUCTIONS TO CANDIDATES**

1. This paper is divided into TWO sections.
2. Section A consists of FOUR excerpts. You are to choose ONE excerpt and answer, in FRENCH, the questions based on that excerpt.
3. Section B consists of FOUR essay questions, with TWO on EACH theme related to the texts studied during the year.
4. Answer ONE question from Section B. Your answer must be in ENGLISH, but quotations must be in FRENCH.
5. You are allowed to use a dictionary and ONE text related to EACH theme to assist you in answering Section B. The text should NOT be heavily annotated.
6. You must NOT use the same text to answer both of your questions.

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## SECTION A

## LITERARY ANALYSIS

Choose ONE excerpt and answer the questions in FRENCH.

EITHER

1.

Un papillon dans la citéPARTIE I

L'amie de maman est venue me chercher cet après-midi, à trois heures. Nous quitterons la Guadeloupe à huit heures ce soir. Cette fois, Man Ya ne s'est pas laissée accoster. Elle est restée dans la cour, assise sous le gros manguier. Le matin, la pluie complice et providentielle avait fait de la cour une patinoire boueuse qui lui servait de rempart.

— N'approchez pas, madame ! attention... vous allez glisser dans la boue, salir vos beaux souliers. Je viens, je viens.

PARTIE II

Elle n'est jamais venue. La dame était pressée. Au regard qu'elle m'a lancé, j'ai compris qu'elle lisait clairement dans le jeu de Man Ya.

— Allez, va lui dire au revoir, Félicie. Embrasse-la de ma part. Elle a de la peine, mais je n'y suis pour rien.

D'un air dégagé, elle a passé ses doigts, aux longs ongles rouges, dans ses courts cheveux défrisés magnifiquement ondulés. Elle était belle.

PARTIE III

Man Ya, la tête baissée, écosait des pois-canne.

— Je dois partir maintenant, Man Ya. La dame m'attend. Au revoir.

J'étais un peu empruntée. Je me tenais raide devant elle au lieu de me jeter dans ses bras. Tout ça, parce que je ne voulais pas pleurer.

Man Ya a relevé la tête, m'a regardée de bas en haut, puis a déclaré, d'un ton prophétique :

— Pars ! je sais que tu reviendras. La dame t'attend, va. Embrasse-moi et oublie-moi. Oublie ta vie de misère avec moi, mais surtout n'oublie jamais la bonne éducation que tu as reçue ici.

— Oui, Man Ya.

Je l'ai embrassée de toutes mes forces. Mes lèvres faisaient comme des ventouses sur ses joues chaudes et humides.

J'ai retenu mes larmes jusqu'au sentier qui débouche sur la route nationale. La dame avait pris ma main et me tirait un peu.

*Adapted from Gisèle Pineau, Un papillon dans la cité,*

*Édition Sépia, 2009, pp. 19–20.*

GO ON TO THE NEXT PAGE

- (a) Trouvez l'évidence de l'hostilité cachée de Man Ya, envers l'amie de la mère de la narratrice, en vous référant à la première partie. **[4 marks]**
- (b) Décrivez la peinture de <l'amie de maman>, en vous référant à la deuxième partie **[4 marks]**
- (c) Lisez la troisième partie et identifiez les exemples de la maîtrise de soi chez la narratrice. **[4 marks]**
- (d) (i) Lisez encore la troisième partie. Identifiez UNE comparaison. **[2 marks]**  
(ii) Qu'est-ce que cette comparaison souligne concernant les rapports entre la narratrice et Man Ya ? **[2 marks]**

**Total 16 marks**

GO ON TO THE NEXT PAGE



**OR**

2.

La rue cases-nègres

Ma mère avait certainement envoyé l'argent, car j'avais un costume neuf, et j'étais retourné à l'école.

Chaque matin, m'man Tine faisait exactement comme lorsque nous étions à Petit-Morne: le café, mon pot de café clair avec la farine de manioc; les légumes pour mon déjeuner; l'arrimage de son panier de bambou; ses recommandations habituelles:

«Déchire pas tes vêtements, arrache pas tes boutons pour jouer aux billes, cours pas trop vite pour tomber et t'écorcher les genoux, remue pas les affaires dans la chambre. Fais rien pour m'endêver.»

Puis elle allumait sa pipe, chargeait son panier sur sa tête, se recommandait à Dieu, et partait pour Petit-Morne.

Car elle y restait attachée, comme la plupart des gens du bourg, d'ailleurs, qui allaient travailler sur les plantations environnantes.

A midi, je rentrais, déjeunais, prospectais la pièce de fond en comble et trouvais la boîte à sucre, y puisais avec adresse mon dessert.

Puis j'allais flâner, en quête de fruits, jusqu'à la première sonnerie de l'école.

Le soir, je m'attardais à jouer avec quelques camarades devant l'école, puis je rentrais à la Cour Fusil, après m'être assuré que je n'étais coupable de rien d'extraordinaire. Parfois j'allais à une borne-fontaine, au bord de la chaussée, pour me laver le visage, les mains et les pieds; et, en attendant le retour de m'man Tine, je restais à l'entrée de la cour pour regarder les gens: les ouvriers d'usine, les voyageurs revenant de Fort-de-France par un petit bateau à vapeur qui, par la Rivière-Salée, reliait le bourg à la mer, et toute la région à la ville.

C'était l'heure aussi où les autres locataires de la Cour Fusil rentraient du travail. La plupart travaillaient peut-être à l'usine, non loin du bourg, puisque beaucoup revenaient déjeuner à midi.

Je ne les connaissais pas tous. M'man Tine voisinait très peu.

*Joseph Zobel, La rue cases-nègres,*

*Éditions Présence Africaine, 1974, pp. 138–139.*

GO ON TO THE NEXT PAGE

- (a) << La conduite irréfléchie d'un enfant.>> L'auteur, comment est-ce qu'il souligne ce phénomène dans le texte? **[4 marks]**
- (b) Quels éléments indiquent que M'man Tine n'appartient pas à la haute société. **[4 marks]**
- (c) Lisez le début et la fin du texte. Identifiez les DEUX phrases qui semblent indiquer que le narrateur a l'esprit analytique. **[4 marks]**
- (d) Quelles techniques est-ce qu'on emploie pour indiquer que les activités, qu'on décrit dans ce texte, sont celles d'un jour typique? **[4 marks]**

**Total 16 marks**

GO ON TO THE NEXT PAGE

**OR**

3.

Le rire

J'étais monté sur le pont des Arts, désert à cette heure, pour regarder le fleuve qu'on devinait à peine dans la nuit maintenant venue. Face au Vert-Galant, je dominais l'île. Je sentais monter en moi un vaste sentiment de puissance, et, comment dirais-je, d'achèvement, qui dilatait mon cœur. Je me redressai et j'allais allumer une cigarette, la cigarette de la satisfaction, quand, au même moment, un rire éclata derrière moi. Surpris, je fis une brusque volte-face : il n'y avait personne. J'allai jusqu'au garde-fou : aucune péniche, aucune barque. Je me retournai vers l'île et, de nouveau, j'entendis le rire dans mon dos, un peu plus lointain, comme s'il descendait le fleuve. Je restais là, immobile. Le rire décroissait, mais je l'entendais encore distinctement derrière moi, venu de nulle part, sinon des eux. En même temps, je percevais les battements précipités de mon cœur. Entendez-moi bien, ce rire n'avait rien de mystérieux ; c'était un bon rire, naturel, Presque amical, qui remettait les choses en place. Bientôt d'ailleurs, je n'entendis plus rien. Je regagnai les quais, pris la rue Dauphine, achetai des cigarettes dont je n'avais nul besoin. J'étais étourdi, je respirais mal. Ce soir-là, j'appelai un ami qui n'était pas chez lui. J'hésitais à sortir, quand, soudain, j'entendis rire sous mes fenêtres. J'ouvris. Sur le trottoir, en effet, des jeunes gens se séparaient joyeusement. Je refermai les fenêtres en haussant les épaules ; après tout, j'avais un dossier à étudier. Je me rendis dans la salle de bains pour boire un verre d'eau. Mon image souriait dans la glace, mais il me semble que mon sourire était double...

*Albert Camus, La chute,*

*(Édition électronique, réalisée par Charles Bolduc.)*

- (a) Décrivez les sentiments du narrateur au début de l'extrait. **[4 marks]**
- (b) Décrivez et commentez la réaction du narrateur quand il entend le rire **[4 marks]**
- (c) Relevez du texte les expressions qui indiquent l'effet du rire sur l'état physique et mental du narrateur. **[4 marks]**
- (d) Quelles conclusions peut-on tirer des trois dernières lignes de l'extrait ? **[4 marks]**

**Total 16 marks**

GO ON TO THE NEXT PAGE

OR

4.

Réflexions

Le mot <<aimer>> avait une résonance particulière en elle. Elle nous aima sans paternalisme, avec nos tresses debout ou pliées, avec nos camisoles, nos pagnes. Elle sut découvrir et apprécier nos qualités.

Comme je pense à elle! Si son souvenir résiste victorieusement à l'ingratitude du temps, à présent que les fleurs n'encensent plus aussi puissamment qu'autrefois, que le mûrissement et la réflexion dégarnissent les rêves du merveilleux, c'est que la voie choisie pour notre formation et notre épanouissement ne fut point hasard. Elle concorde avec les options profondes de l'Afrique nouvelle, pour promouvoir la femme noire.

Libérée donc des tabous qui frustrent, apte à l'analyse, pourquoi devrais-je suivre l'index de ma mère pointé sur Daouda Dieng, célibataire encore, mais trop mûr pour mes dix-huit hivers. Exerçant la profession de médecin africain à la Polyclinique, il était nanti et savait en tirer profit. Sa villa, juchée sur un rocher de la Corniche, face à la mer, était le lieu de rencontre de l'élite jeune. Rien n'y manquait depuis le réfrigérateur où attendaient des boissons agréables jusqu'au phonographe, qui distillait tantôt de la musique langoureuse tantôt des airs endiablés.

Daouda Dieng savait aussi forcer les cœurs. Cadeaux utiles pour ma mère, allant du sac de riz, appréciable en cette période de pénurie de guerre, jusqu'au don futile pour moi, enveloppé avec préciosité, dans du papier enrubanné. Mais je préférais l'homme à l'éternel complet kaki. Notre mariage se fit sans dot, sans faste, sous les regards désapprobateurs de mon père, devant l'indignation douloureuse de ma mère frustrée, sous les sarcasmes de mes sœurs surprises, dans notre ville muette d'étonnement.

*Mariama BÂ, Une si longue lettre,*

*Les Nouvelles Éditions Africaines du Sénégal, 2002, pp. 34–35.*

- (a) «La dame dont on parle a l'esprit très ouvert.» Justifiez cette opinion en vous référant au premier paragraphe de l'extrait. [4 marks]
- (b) «La narratrice indique que l'époque actuelle n'a plus le charme d'autrefois.» Trouvez DEUX exemples en vous référant au deuxième paragraphe. [4 marks]
- (c) Aux yeux de la mère de la narratrice, Daouda Dieng serait un bon parti pour sa fille. Trouvez QUATRE raisons dans l'extrait pour justifier son opinion. [4 marks]
- (d) Relevez dans le texte DEUX exemples de la désapprobation de la famille à l'égard du mariage de la narratrice. [4 marks]

**Total 16 marks**

GO ON TO THE NEXT PAGE

**SECTION B****THEMES**

Write an essay, in **ENGLISH**, using **450–500** words on one of the following themes. You **MUST** refer in detail to **ONE** named text. This text must not be the same one on which you answered in Section A. All quotations **MUST** be cited in **FRENCH**.

**LA JEUNESSE**      (*Un papillon dans la cité ; La rue cases-nègres*)

5. Discuss the theme of movement in relation to the novel that you have studied. [Total 32 marks]
6. The importance of family and friends is emphasized in this work. Discuss with reference to the text that you have studied. [Total 32 marks]

**L'INDIVIDU ET LA SOCIÉTÉ**      (*Une si longue lettre; La Chute*)

7. The quest for self awareness is the dominant theme in this text. Do you agree ? [Total 32 marks]
8. The narrator is a social rebel at heart. Discuss this perspective of the narrator in the text that you have studied. [Total 32 marks]

**END OF TEST**

**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.**

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02122030/CAPE/SPEC/K/MS/2011

CARIBBEAN EXAMINATIONS COUNCIL

**ADVANCED PROFICIENCY EXAMINATION**

SPECIMEN PAPER

FRENCH

UNIT 1 – PAPER 03

LITERARY ANALYSIS AND THEMES

KEY AND MARK SCHEME

FRENCH  
UNIT 1 – PAPER 03  
LITERARY ANALYSIS AND THEMES  
KEY/MARK SCHEME

Literary Extract

1. Un Papillon dans la cité

- (a) Man Ya veut tenir l'amie à distance.

**(2 marks)**

Selon la narratrice <Cette fois, Man Ya ne s'est pas laissée accoster>/**Or** On dit aussi que ,  
la cour ...boueuse...lui servait de rempart.

**Or** Elle dit<Je viens, Je viens>mais<Elle n'est jamais venue>

**(2 marks)**

- (b) (i) C'est une femme perspicace.-<elle lisait clairement dans le jeu de Man Ya>

(ii) C'est une femme pleine de tact – Elle dit à la narratrice d'embrasser sa grand'mère(<de ma part>)

(iii) C'est un femme élégante. <ses longs ongles rouges ... ses courts cheveux ...magnifiquement ondulés.> ( Any 2) **(4 marks)**

- (c) Je me tenais raide devant elle ...je ne voulais pas pleurer> **and** <J'ai retenu mes larmes jusqu'au sentier>

**(4 marks)**

- (d) (i) Comparaison: <Mes lèvres faisaient comme des ventouses sur ses joues chaudes et humides> **(2 marks)**

(ii) L'emploi du terme < ventouses> souligne l'intensité du baiser, et donc indique la profondeur de son amour pour Man Ya.

**(2 marks)**

**Total 16 marks**

FRENCH  
UNIT 1 – PAPER 03  
LITERARY ANALYSIS AND THEMES  
KEY/MARK SCHEME

2. La rue cases-nègres
- (a) En décrivant << les recommandations habituelles >> de m'man Tine, qui sont des conseils normaux d'un parent à un enfant irréfléchi, avant son départ de la maison. ( 1 mark)  
Par exemple << déchire pas tes vêtements/ arrache pas tes boutons...cours pas trop vite...t'écorcher les genoux...>> ( 3 marks)  
**(4 marks)**
- (b) (i) ... elle fume une pipe  
(ii) ... elle travaille sur les plantations  
(iii) ... l'endroit où elle habite , ( La Cour Fusil est la résidence des ouvriers)  
(Any 2) **(4 marks)**
- (c) (i) << Ma mère avait certainement envoyé l'argent **car** j'avais un costume neuf, et j'étais retourné à l'école>> ( 2 marks)  
(ii) << La plupart travaillaient peut-être à l'usine, non loin du bourg, **puisque** beaucoup revenaient déjeuner à midi.>> ( 2 marks)  
**(4 marks)**
- (d) (i) L'emploi du verbe à l'imparfait ( 2 marks)  
(ii) L'emploi des mots suivants ; < chaque matin> < à midi > < le soir> < C'est l'heure>  
(2 marks)  
**(4 marks)**

**Total 16 marks**



FRENCH  
UNIT 1 – PAPER 03  
LITERARY ANALYSIS AND THEMES  
KEY/MARK SCHEME

3.

La Chute

- (a) Il se sentait puissant/satisfait/content/tranquille/et il éprouvait aussi un sentiment d'achèvement à cause de son succès ce jour – là. (Any 4)

**(4 marks)**

- (b) Il était très étonné/surpris. L'éclatement soudain du rire derrière lui/le fait qu'il ne savait pas d'où venait le son/il n'avait vu personne/il n'avait rien vu/alors, pour lui, c'était un vrai choc.  
(Element of surprise 1 mark)

(any 3 for 3 marks)

**(4 marks)**

- (c) “Les battements précipités de mon coeur”/ “achetai des cigarettes dont je n'avais nul besoin” /  
“J'étais étourdi.”/”je respirais mal.”

**(4 marks)**

- (d) Après avoir entendu le rire sous sa fenêtre, le narrateur a haussé les épaules et a essayé de continuer ses activités normales./Cependant, sa référence à son sourire double, suggère qu'il fasse comme si tout allait bien, amis en réalité, ce n'était pas vrai.

(2 marks for comment)

(2 marks for explanation of “double sourire”)

**(4 marks)**

**Total 16 marks**

FRENCH  
UNIT 1 – PAPER 03  
LITERARY ANALYSIS AND THEMES  
KEY/MARK SCHEME

4. Réflexions
- (a) Évidemment, ses origines culturelles sont différentes de celles de la narratrice et de ses compagnes, mais cette dame ne les méprise pas. **(4 marks)**
- (b) Elle les accepte quoi qu'elle trouve, sans doute, leur coiffure et leur tenue exotiques ou bizarres (2 marks) **OR** Elle sait apprécier la valeur innée d'un individu. (2 marks) **(4 marks)**
- (c) - Elle parle de l'ingratitude du temps.  
- Les fleurs qui n'encensent plus aussi puissamment qu'autrefois  
- Le mûrissement et la réflexion qui dégarnissent les rêves du merveilleux. Ces expressions semblent iniquer la perte de charme. (Any 2) **(4 marks)**
- (d) Sa description des attitudes négatives des membres de sa famille lors du mariage.  
- Les regards désapprobateurs de son père.  
- L'indignation douloureuse de sa mère frustrée.  
- Les sarcasmes de ses soeurs surprises.  
- Sa ville muette d'étonnement (Any 2) **(4 marks)**

**Total 16 marks**

FRENCH  
UNIT 1 – PAPER 03  
LITERARY ANALYSIS AND THEMES  
KEY/MARK SCHEME

5. The theme of movement

La rue cases - nègres

Theme of movement is very evident in the novel. Every major departure from one place to another seemed to have, in most cases, some significance for the narrator or those around him.

1. His father leaves for the war and never returns – has no real male role model in his young life.
2. His mother leaves him with his grandmother while she goes off to Fort de France to find a job.
3. M. Medouze talks to the narrator about slavery, an activity involving kidnapping, (involuntary movement from one place to the other) of his father and relatives.
4. M. Medouze talks to the narrator about emancipation when all the slaves fled from the plantations.
5. The narrator’s grandmother takes him on a long tiring (for him) trip to Saint Esprit – perhaps his first taste of formal religion as he attends a church service and is unfamiliar with the rituals. He gets his first real outfit and is told that he will use these when going to school for the first time.
6. He makes his trip to Petit Bourg to enter school for the first time.
7. He makes the daily trip home from school.
8. M’man Tine moves to Petit Bourg to make school life easier for Jose. He acquires new friends, learns to swim and learns more about everyday life from living in the tenement yard. He is growing up.
9. He goes to Fort de France to take an exam.
10. His mother leaves her old home to move to the Rue Didier as maid to M. Lasseroux. This is an upward step for her economically.
11. Jojo moves from Petit Bourg where he was well off but unhappy and ends up as a servant in Rue Didier but is apparently happier.
12. Conclusion – Much movement in the novel and nearly always this is linked to significant change in the lives of characters.

**Total 32 marks**

FRENCH  
UNIT 1 – PAPER 03  
LITERARY ANALYSIS AND THEMES  
KEY/MARK SCHEME

5. The theme of movement

Un papillon dans la cité

This is an important theme in the novel. Several of the characters move from one location to another. Some apparently travel in search of a 'better life', others for the purpose of reunion with loved ones, still others because of the desire to discover and experience new situations. In some cases such movement had a marked effect on the characters at the physical, emotional or psychological levels.

- Early in the novel we learn that the narrator's mother has left the island for metropolitan France. This causes the narrator's grandmother emotional and financial stress: < Elle n'a pas appris à envoyer un mandat! Comment je fais moi, pour te nourrir et t'habiller? Peut-être...elle est déjà morte.>
- Both the grandmother and the narrator are distressed when they learn that the narrator's mother wants her to move to Paris. According to the narrator
- < C'était la première fois que je la voyais en pleurs, alors les larmes se sont mises à couler sur mes joues.>
- Even the first stage of the trip i.e. to Pointe à Pitre. To the home of her chaperone's family (Marie-Claire) made the narrator feel uncomfortable:  
< J'ai hâte de quitter cette maison.>  
She also remarks on the eve of her departure: < C'était terrible d'imaginer que je roulais vers mon destin>
- On arriving in metropolitan France she says: < je n'étais pas moins émue que le premier homme piéton sur la lune>
- Movement to metropolitan France requires learning to understand and adjust to new situations and relationships as a member of a family. ( A mother, stepfather and baby brother) Her early response to her mother is somewhat uncertain/negative (?) when she compares the way in which her mother treats her in relation to her brother < Je venais de réapparaître dans sa vie et elle m'avait accordé moins d'attention qu'à son Mimi...>
- Movement away from/departure from Guadeloupe, causes nostalgia . The narrator thinks about her past and her grandmother and friends: < Je songe à tous mes amis que j'ai laissés là-bas> Her longing for those from whom she has been removed, manifests itself also in dreams < J'ai fait un rêve...la femme au manteau blanc à col bleu du ciel...C'était Man Ya>
- Movement can also be an even more depressing experience. Persons migrating to France, like the narrator, the narrator's friend Mohamed and his family find life difficult. According to a teacher at the narrator's school : < Vous êtes déjà défavorisés. Il faut travailler plus que les autres sinon vous ne réussirez à rien dans la vie>
- Mohamed, speaking about his aunts says thus: < Elles ne trouvent pas d'travail ni d'mari>
- Moving to a new country could also lead to a loss of one's cultural roots as in the case of Mohamed. < Mohamed ne se souvient pas du pays de sa grand-mère...> He can only dream of the world of his ancestors; < Moi, parfois je rêve que je galope dans le désert...>

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- On the other hand, moving to a new location can lead to cultural enrichment, as happens within the framework of the friendship between the narrator, Félicie and Mohamed. The narrator visits Mohamed's home and finds it a pleasurable experience. She discovers exotic oriental foods and articles: < C'était ...beau chez Mohamed. Il y avait plein de plateaux en cuivre, de grands tapis déroulés ...la riche odeur de viande en sauce...>
- Mohamed's trip to Guadeloupe widened his horizons as he discovers the pleasures and delights of the sea. The trip gives him, as it were, une raison d'être.: < Ma passion à moi...c'est la mer...je vais essayer de devenir maître-nageur.>
- Characters discover that movement away from each other ( physical departure) cannot destroy the bonds of love. According to the narrator's grandmother( on the eve of her granddaughter's return to metropolitan France) < Tu es mon soleil Féfé...il ne faut pas craindre les kilomètres qui vont nous séparer>
- Conclusion; Movement provides new/mixed experiences for characters.-some traumatic, some pleasant, some life-changing.

**Total 32 marks**

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6. The importance of family and friends is emphasized in this work

Un papillon dans la cité

Family ties and ties of friendship are perhaps two of the main themes of this work.

(i) Relationship between the narrator, Félicie, and her grandmother Man Ya

- Man Ya looks after her young grandchild until the age of ten, with dedication. They have a warm relationship but one in which discipline is an important factor: < Je n'ai que ma grand-mère. Elle... fait chaque jour de son mieux pour redresser mes travers... nous passons ensemble de bons moments.>
- Man Ya and Félicie are both distressed because of the separation that must occur when Félicie leaves to join her mother in metropolitan France. According to Félicie, speaking about herself and her grandmother: < c'était la première fois que je la voyais en pleurs, alors les larmes se sont mises à couler sur mes joues.>
- While away from her grandmother, Félicie thinks of her often: < C'est pourquoi j'ai rêvé d'elle, je crois> < Man Ya était si loin de moi. Comment vivait-elle dans sa nouvelle solitude?> She tries clandestinely to keep in contact with her.
- As she gets ready to return to metropolitan France after her school trip to Guadeloupe, her grandmother reminds her of the ties between them, which cannot be broken by distance: < Tu es mon soleil Féfé.... Il ne faut pas craindre les kilomètres qui vont nous séparer.>

(ii) Relationship between the narrator, her stepfather and baby brother

- Her mother's reaction on first seeing her suggests love and warmth: < Elle s'était jetée sur moi à la façon d'une personne assoiffée... la bouche ouverte, sous une source d'eau pure.>
- Félicie is however a bit uncertain, for a time, about the depth of her mother's affection, since she seems to pay more attention to her baby brother: < Je venais de réapparaître dans sa vie et elle m'avait accordé moins d'attention qu'à son Mimi.>
- Félicie develops a genuine affection for her stepfather < papa Jo> : < ...j'arrive à l'appeler < papa Jo> sans me forcer...J'ai rien à dire: il est vraiment gentil...>
- Her relationship with her mother is strengthened after her mother discusses with her elements from their past, including the reasons for the unfortunate misunderstanding between her and Man Ya ( a situation which she now regrets). The narrator describes her affection for her mother thus: < J'étais émue de la voir, là assise au bord de mon lit, racontant son passé...Je voulais la couvrir de baisers..>
- She seems happy to baby sit her brother.

(iii) Relationship between the narrator's mother and grandmother

- Narrator's mother was not speaking to her own mother because she felt that the latter was hard on her when she was a younger woman. She later reconsidered the situation and sent a letter of reconciliation to her mother Man Ya. The feud between mother and grandmother had

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caused Félicie some stress, as she was afraid to offend her mother by talking to or contacting her grandmother during the period of conflict.

(iv) The narrator's friendship with Mohamed Ben Doussan

- The friendship between the narrator and Mohamed was one of the main elements of the story. Soon after her entry to school in metropolitan France she describes Mohamed thus: < Mon copain préfère s'appelle Mohamed Ben Doussan.
- The narrator and Mo spend a lot of time together. Mo also dines at her home. The two of them together with the baby brother Mimi, go out together.
- The narrator, at one point expresses concern over the status of her friendship with Mo: < J'ai trainé un peu... en espérant de toutes mes forces que mon amitié avec Mo ne s'était pas éteinte avec l'été.>
- She is perplexed by Mo's attitude to school and to her: < je ne comprends plus très bien Mohamed. et ça m'embête.>
- Mo is always on her mind. The possibility of a class trip to Guadeloupe, makes her think of Mo, who has never seen the sea: < Peut-être si Mo rencontrait la mer, il retrouverait le chemin perdu de l'école.>
- She speaks to him about his bad habits such as smoking: < Je suis ton amie Mo... tes poumons seront bientôt noirs comme des bouts de charbon.>
- She encourages him to stay in school so that he could be part of the trip to Guadeloupe. She even promises to help him with his school work : < je t'aiderai à mieux comprendre les leçons.>
- She carries Mo to spend time at her grandmother's home during the trip to Guadeloupe.
- Friendship is seen in the way in which they write their names. The narrator alters her surname so that it takes on the Arab appearance of Mo's. Félicie Ben Jamin ( instead of Benjamin) to match Mo's Mohamed Ben Doussan.

(v) The narrator's mother and her friend Marie-Claire

- There is obviously a very close friendship between the narrator's mother and Marie-Claire. It is Marie-Claire who is entrusted with the responsibility of taking the narrator from her grandmother in Guadeloupe to be with her mother in metropolitan France.
- Marie-Claire and her fiancé are guests at Christmas at the home of the narrator's mother.
- They go on a short holiday together.
- At Marie-Claire's wedding, the narrator describes the two friends thus: < Marie-Claire et maman ont même dansé ensemble pareilles à deux soeurs boudées par les cavaliers.>

Conclusion: Family ties and friendship have been important themes of the novel.

**Total 32 marks**

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6. The importance of family and friends is emphasized in this work.

La rue cases nègres

- (i) Grandmother m'man Tine plays a pivotal rôle in the life of the narrator.
  - provides food and shelter
  - ensures that he gets an education and does not fall by the wayside like other children
  - ensures moral and religious education as well.
- (ii) Mother
  - works hard to ensure he gets a proper secondary education
  - ensures he gets financial support available to continue his studies.
- (iii) M. Roe
  - his investment in time and effort to ensure a good performance at the exams for the narrator and others.
- (iv) Neighbors look after narrator during Maman Tine's illness.
- (v) Contribution of M. Medouze to the cultural development of the young narrator.
- (vi) Contribution of young characters Gesner, Paul, tor Hector Tirtilla Orélie to enjoyment of life during childhood.
- (vii) Contribution of friends like Raphael, Vireil Jojo, Christian Bussi, Carmen to later
  - childhood companionship and education also.
- (viii) Concern of peasants when Medouza was missing, the search for him and preparation for his funeral.

**Conclusion:**

Importance of family and acquaintances for one's well-being, development and support is highlighted. Preceding examples provide evidence of this fact.

**Total 32 marks**



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7. The quest for self awareness is the dominant theme in the work studied.

La chute

Definition of self awareness: An understanding of one's own traits, feelings, beliefs, values and behaviours.

Outline

- In general terms the text deals with the fall of the individual from the state of innocence in which he could live in harmony with his failings.
- Jean Baptiste-Clamence, the protagonist, initially accepts life. By most human standards he was a social success. He was a brilliant, well respected lawyer who was successful with women, outwardly virtuous, supportive of the poor and the downtrodden and a staunch defender of justice. As it were, he existed in a state of relative innocence.
- His recollection of an incident he witnessed in which a young lady committed suicide triggered a crisis which would change his whole outlook on his life.
- His review of his prior life brings into sharp focus the themes of guilt, clemency and forgiveness.
- Also of great significance is the notion of duplicity. Clamence comments; “mon image souriait dans la glace, mais il me sembla que mon sourire était double.” Other important themes woven into the fabric of the work include:
  - religion , which is omnipresent “il ne suffit pas de s'accuser pour s'innocenter, ou sinon je serais un pur agneau”
  - portrayal of society – Dutch and Parisian

The quest for self awareness. Clamence gradually discovers his true self as he seeks to understand the human condition and to find meaning to life. The examination of this aspect of the work may incorporate a number of other themes.

- The realization of his guilt by Clamence arouses his awareness of self. He attempts to deal with his guilt by destroying his prior reputation: “ Pour prévenir le rire, je m'imaginai donc me jeter dans la dérision generale”
- Lack of success with the aforementioned method leads him to attempt to live with awareness of his guilt – a guilt which he considers to be universal. “Nous sommes tous coupables ... les uns devant les autres.”
- Recognition that guilt was a characteristic of modern life led to Amsterdam and his decision to become a “judge-penitent”
- Clamence makes his personal confession. One must condemn self before condemning others “Puisque tout juge finit un jour en pénitent, il fallait prendre la route en sens inverse....”
- He implies that his experiences reflect those of the ordinary man, hence in the final analysis, everyone is guilty.
- Clamence asserts that the main thing in life is to allow oneself everything. As a result of different experiences in life, he reaches the point where he can do this without suffering from his conscience: “Je me permets tout, à nouveau. Je n'ai pas changé de vie.....”
- 

Clamence is a complex character and his behaviour gives rise to numerous possible explanations. However, in the final analysis he understands himself and is content to live the rest of his life with this new found discovery. The achievement of this awareness and acceptance of all that it entails leads one to suggest that the quest for self awareness should indeed be considered the major theme in the work.

**Total 32 marks**

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7. The quest for self-awareness is the dominant theme in the work studied.

Une si longue lettre

The concept of a **quest** for self-awareness is not very obvious in the work. The narrator, however, does give us evidence of **self –awareness**. Through the narrator’s writings, as well, the reader becomes very much **aware** of situations of interest in her own life and the lives of others.

**Self-awareness with regard to the narrator**

- Reasons why she fell in love with her husband e.g. < (tu savais être tendre> etc
- Aware that disappointment is not easily overcome by thinking of the less fortunate e.g. < Mes efforts ne me détournent pas longtemps de ma déception>
- Awareness of her attitude to man-woman relationships e.g. < Je suis de celles qui ne peuvent se réaliser et s’épanouir que dans le couple>
- Admits that she is still a flirt when Doua Dieng comes courting after the death of her husband e.g < Eternel féminin... tu veux séduire...>
- Aware of what motherhood means for her when her unmarried daughter tells her that she is pregnant e.g. < On est mère pour aimer sans commencement ni fin>
- Aware that she is a survivor- after she is ‘abandoned’ by her husband she takes charge of the home and its responsibilities. And raises the children with some measure of success. According to her < Je survivais...>

The narrator also makes us **aware** of others and their situations

- the unfortunate marriages of Aïssatou and Mawdo Ba, Jacqueline and Samba Diack and her own relationship with her husband Modou
- the traditional and changing attitudes of women to man-woman relationships
- changing attitudes of women ( especially young women) in general

Conclusion: The novel is primarily a work which deals with the attitudes and reactions of women within the framework of the couple. Self awareness, and not the quest for self-awareness, is an important theme, but not the dominant theme.

**Total 32 marks**

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8. The narrator is a social rebel at heart.

La chute

What are the characteristics of a social rebel?

- a) rebellion against the establishment (society)
  - b) one who says no to society but who at the same time says yes to the freedom to make one's own choices
- 
- During the early years of his life Jean-Baptiste Clamence, the narrator and protagonist attempted to live a life which followed absolute rules and whose meaning was clear. He was a wealthy, well respected, successful, criminal lawyer who was happy with the life he led. < Sa vie était une fête, et il était heureux.>
  - Clamence reviews his life and the realization of the type of person he was, led him to abandon his former life and become a <juge-pénitent>. (He condemns himself first, accepts his guilt, then feels free to condemn everyone of universal guilt).
  - He rejects the city of light, Paris, and all it symbolizes (innocence, simplicity, defense of the weak and poor, popularity with women peace and harmony, success). He goes to live in Amsterdam, a city symbolic of Hell and Sodom and Gomorrah, and there the former lawyer hangs out in a seedy bar.
  - He rejects the Church's interpretation of certain religious truths – for instance he posits that Christ preferred to die because he was weighed down with the guilt brought about by his realization/knowledge that he was the reason why the children were slaughtered while his parents fled with him to a safe place. He also accepts duplicity, and that is contrary to expectations of a model Christian.
  - Although Clamence recognizes the 'wrong' in his life (his hypocrisy, deceitfulness etc) he does not become a reformed person, in the traditional sense of the term, rather at the end of the story he finds a formula to live with his failings – he is satisfied to live without any moral integrity and accepts his duplicity instead of getting upset by it.

The protagonist Jean-Baptiste Clamence is not a rebel in the traditional sense of the term. His revolt, based on Camus' philosophy of life, is indeed revolt in its truest sense. His rejection of contemporary social and moral norms/expectations leaves him free to be himself. He accepts his condition and is happy and satisfied.

**Total 32 marks**

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8. The narrator is a social rebel at heart.

Une si longue lettre

What are the characteristics of a social rebel?

- (a) rebellion against authority and the establishment (society)
- (b) Frankness, openness/bluntness/no inhibitions

Although some of these characteristics may be obvious in the life of the narrator, they do not reflect so much the adolescent spirit but rather that of a woman from a traditional Muslim background who is cautiously evolving into the ‘modern’ woman.

- Throwing her mind back to earlier years she speaks of «sortir de l’enlissement des traditions, superstitions et mœurs ...» and «libérée donc des tabous qui frustrent ... »
- She refuses her mother’s choice of a husband «je préférerais l’homme à l’éternel complet kaki ...»
- Her attitude to the news that her husband had taken another wife is at first, bitter submission. «J’acquiesçais sous les gouttes de poison qui me calcinaient. » However, when her brother-in-law takes it for granted that she will marry him after her husband’s death, she rebels in no uncertain terms - «Ma voix ... elle éclate, violente, tantôt sarcastique, tantôt méprisante. »
- In the presence of other men, Mawdo and the imam, the ‘traditional’ Muslim woman insults her brother-in-law.  
  
«Tamsir, vomis tes rêves de conquérant..... Je ne serai jamais ta femme ... Je prenais ainsi ma revanche ... »
- She refuses the hand of Daouda much to the dismay of Farmata, partly because she could not accept the conditions of polygamy.
- She shows with her children that she is flexible, adaptable to nontraditional attitudes. «Puisque mes filles voulaient être dans le vent », « j’avais accepté l’entrée du pantalon dans les gardes – robes. »
- She adapts but with reluctance to the way the modern parents are less strict with regard to the behaviour of their children. « J’élargis mon opinion en pénétrant l’actualité. »

The narrator is admitting to adaptability and openness.

Conclusion

She is in a sense more a woman who is moving from the position of a traditional to that of a modern woman, than a total rebel.

**Total 32 marks**

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**SECTION B**

<b>Knowledge and Understanding (To be marked out of 16)</b>	<b>Application of Knowledge (To be marked out of 9)</b>	<b>Organization of Information (To be marked out of 7)</b>
<b>14-16</b> <b>Excellent</b>  Candidate shows an excellent knowledge and understanding of the text and an excellent informed personal response to the themes of the text.	<b>8-9</b> <b>Excellent</b>  Candidate applies knowledge of the set text relevantly and accurately to the question and analyses, synthesizes, and evaluates relevant issues in a highly effective manner, using accurate citations in French.	<b>7</b> <b>Excellent</b>  Candidate organizes information meaningfully and communicates ideas in an excellent and effective manner.
<b>11-13</b> <b>Very Good</b>  Candidate shows a very good knowledge and understanding of the text and a very good informed personal response to the themes of the text.	<b>7</b> <b>Very Good</b>  Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes and evaluates relevant issues in a very effective manner using accurate citations in French.	<b>6</b> <b>Very Good</b>  Candidate organizes information meaningfully and communicates ideas in a very good and effective manner.
<b>9-10</b> <b>Good</b>  Candidate shows a good knowledge and understanding of the text and a good informed personal response to the themes of the text.	<b>6</b> <b>Good</b>  Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes and evaluates relevant issues in an effective manner. Less use of citations.	<b>5</b> <b>Good</b>  Candidate organizes information meaningfully and communicates ideas in a good and effective manner.

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<b>7-8</b> <b>Satisfactory</b>	<b>5</b> <b>Satisfactory</b>	<b>4</b> <b>Satisfactory</b>
Candidate shows a satisfactory knowledge and understanding of the text and an informed personal response to the themes of the text.	Candidate applies knowledge of the set text with some relevance and accuracy to the question, and analyses, synthesizes and evaluates relevant issues in a satisfactory manner . Some citations used but are not all accurate.	Candidate organizes information in an acceptable manner and communicates ideas satisfactorily.
<b>4-6</b> <b>Minimal</b>	<b>4</b> <b>Minimal</b>	<b>3</b> <b>Minimal</b>
Candidate shows barely acceptable knowledge and understanding of the text and a partial informed personal response to the themes of the text.	Candidate applies knowledge of the set text with minimal relevance and accuracy to the question, and analyses, synthesizes and evaluates relevant issues in a barely adequate manner. Citations are not all adequately used.	Candidate organizes information in a less than acceptable manner and communicates ideas in a barely adequate manner.
<b>2-3</b> <b>Poor</b>	<b>3</b> <b>Poor</b>	<b>2</b> <b>Poor</b>
Candidate shows limited knowledge and understanding of the text and an uninformed personal response to the themes of the text.	Candidate applies knowledge of the set text with little relevance and accuracy to the question, and analyses, synthesizes and evaluates relevant issues in a basically weak manner . Few citations in French are used.	Candidate shows basic weakness in organizing and communicating information.
<b>0 -1</b> <b>Ungradable</b>	<b>0-2</b> <b>Ungradable</b>	<b>0-1</b> <b>Ungradable</b>
Candidate shows very limited knowledge and understanding of the text and an inability to respond to the themes of the text.	Candidate shows little or no knowledge of the set text, or little or no skill in analyzing, synthesizing and evaluating information necessary to handling the question. No citations in French are used.	Candidate shows little or no skill in organizing and communicating information.



**TEST CODE 02222010**

**FORM 02222010/SPEC/2011**

**CARIBBEAN EXAMINATIONS COUNCIL**

**ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER**

**FRENCH UNIT 2**

**PAPER 01 - LISTENING COMPREHENSION**

**CANDIDATE'S PAPER**

*1 hour*

**INSTRUCTIONS TO CANDIDATES**

1. This paper is divided into TWO sections.
2. Section A consists of FIVE selections.
3. Section B consists of an interview.
4. Answer ALL questions using the spaces provided in this booklet.
5. ALL answers are to be written in English.

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

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## SECTION A

**Instructions to Candidates**

**You will hear FIVE short selections. Each will be read twice. Listen carefully, then, in the spaces provided in your answer booklet, answer in ENGLISH, the questions that are based on each selection. You may make notes at any time during the examination.**

**You now have ONE minute to read the questions on the first selection.**

**Now, listen to the first selection.**

**SELECTION 1**

**Listen to the first selection for the second time.**

**You now have TWO minutes to answer the questions.**

1. (a) Where are boys and girls treated differently?

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---

**[2 marks]**

- (b) How are girls treated differently?

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---

**[2 marks]**

- (c) What is the economic impact of such treatment?

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---

**[1 mark]**

GO ON TO THE NEXT PAGE



(d) How is gender discrimination manifested in religious circles?

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[3 marks]

(e) What initiatives have been taken in relation to the sexes?

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[4 marks]

**Total 12 marks**

**You now have ONE minute to read the questions on the second selection.**

**Now, listen to the second selection.**

SELECTION 2

**Listen to the second selection for the second time.**

**You now have TWO minutes to answer the questions.**

2. (a) What was Jean-Bertrand Aristide's initial comment regarding his status?

---

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---

[4 marks]

GO ON TO THE NEXT PAGE

(b) What accusation did Aristide make?

---

---

[2 marks]

(c) How does Jean Métullus describe Aristide?

---

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[2 marks]

(d) Name Jean Métullus' TWO professions.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

[2 marks]

(e) What TWO events are associated with 1959?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

[2 marks]

**Total 12 marks**

**You now have ONE minute to read the questions on the third selection.**

**Now, listen to the third selection.**

SELECTION 3

**Listen to the third selection for the second time.**

**You now have TWO minutes to answer the questions.**

3. (a) How does ecotourism differ from traditional tourism?

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**[4 marks]**

(b) What is considered to be the MAIN benefit of ecotourism?

---

---

**[1 mark]**

(c) Which TWO groups benefit financially from ecotourism?

---

---

**[2 marks]**

(d) Name ONE group of persons who find ecotourism attractive.

---

**[1 mark]**

**Total 8 marks**

**You now have ONE minute to read the questions on the fourth selection.**

**Now, listen to the fourth selection.**

GO ON TO THE NEXT PAGE

SELECTION 4

**Listen to the fourth selection for the second time.**

**You now have TWO minutes to answer the questions.**

4. (a) State the benefit of agriculture, as mentioned in the selection.

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**[2 marks]**

- (b) Why have developing countries benefited so little from modern agriculture?

---

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**[2 marks]**

- (c) In what TWO ways has agriculture impacted negatively on the environment?

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---

**[ 4 marks]**

**Total 8 marks**

**You now have ONE minute to read the questions on the fifth selection.**

**Now, listen to the fifth selection.**

**SELECTION 5**

**Listen to the fifth selection for the second time.**

**You now have TWO minutes to answer the questions.**

5. Place a tick (✓) next to EACH of the FOUR sentences which is correct according to the selection.

(a)	Natural gas has certain economic advantages.	
(b)	Natural gas has certain ecological disadvantages.	
(c)	Natural gas is attractive mainly in developed countries.	
(d)	Natural gas is a reliable source of energy.	
(e)	The Energy Department is displeased with natural gas production.	
(f)	Natural gas accounted for 23% of energy production in 2009.	
(g)	Prospects in terms of increased demand are almost excellent.	
(h)	Natural gas is the fossil fuel of the century.	

**Total 8 marks**

**Section Total 48 marks**

**END OF SECTION A**

GO ON TO THE NEXT PAGE

**SECTION B****Instructions to Candidates**

**In this section you will hear an interview. The entire interview will be played a first time and will then be repeated in two parts. You will be allowed THREE minutes to read the questions based on the interview before the compact disc (CD) is played for the first time.**

**After listening to PART 1, you will be allowed FIVE minutes to answer the questions on that part. This procedure will be repeated for PART 2.**

**The entire interview will then be repeated, after which you will be allowed time to check your work.**

**You now have THREE minutes to read the questions.**

**Now, listen to the entire interview.**

[Entire interview is played.]

**A journalist interviews a sociologist on the impact of the computer on family life and education.**

**Now, listen to PART 1 of the interview.**

[PART 1 is played.]

**You now have FIVE minutes to answer the questions on PART 1.**

**PART 1**

- 6. (a) How is the computer described by the sociologist in his opening remarks?**

---

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**[3 marks]**

- (b) Which are some of the areas suggested for the installation of the computer in the home?

---

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[3 marks]

- (c) In what way can the computer unite the family?

---

---

---

[3 marks]

- (d) How is the computer redefining roles within the family?

---

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[3 marks]

**Now, listen to PART 2 of the interview.**

[PART 2 is played.]

**You now have FIVE minutes to answer the questions on PART 2.**

PART 2

- (e) How does the teacher compare with the computer in terms of educating the child?

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[3 marks]

- (f) What is said about similarities which exist between the computer and the traditional encyclopaedia?

---

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[3 marks]

- (g) How can the computer stimulate a child's creativity?

---

---

[3 marks]

- (h) How does the television compare to the computer?

---

---

[3 marks]

**Section Total 24 marks**

**Now, listen to the entire interview as it is played for the final time.**

[Entire interview is played.]

**You may now use the time remaining to check your work.**

**END OF TEST**

**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.**





02222010/CAPE/SPEC/K /2011

**CARIBBEAN EXAMINATIONS COUNCIL**

**ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER**

**FRENCH**

**Unit 2 – Paper 01**

**LISTENING COMPREHENSION**

**KEY**

**SECTION A****Selection 1**

- (a) In traditional societies. [2 marks]
- (b) For girls there are more restrictions/and fewer opportunities for progress. [2 marks]
- (c) Poverty for women. [1 mark]
- (d) Women cannot become OR very few women can become/spiritual leaders / or participate in certain ceremonies. [3 marks]
- (e) Adoption/and enforcement/ of laws/relating to equality of the sexes. [4 marks]

**Total 12 marks****Selection 2**

- (a) I will only leave the palace at the end of my term (mandate)/because I was democratically elected. [4 marks]
- (b) The American military/forced him to leave. [2 marks]
- (c) This guy is a criminal/who did evil everywhere. [2 marks]
- (d) Writer (author) / doctor. [2 marks]
- (e) Haiti was under the dictatorship of François Duvalier/Jean Métellus took refuge in France. [2 marks]

**[Total 12 marks]****Selection 3**

- (a) Ecotourism is practised in the natural zones while traditional tourism is practised in human societies (populated areas).

**OR**

**2**

Ecotourism protects the environment while traditional tourism can  
 2  
 destroy the natural areas/nature spots.

**[4 marks]**

(b) Creation of jobs / **OR** employment linked to ecotourism.

**[1 mark]**

(c) **1 1 1**  
 Farmers/women/youth.

Any Two

**[2 marks]**

(d) Those who love animals OR birds.

**[1 mark]**

**Total 8 marks**

**Selection 4**

**2**

(a) In many countries/agriculture is a way to meet the needs of the  
 population.

**[2 marks]**

(b) **1 1**  
 The climate is unfavourable/There is a lack of financial capital.

**[2 marks]**

(c) **2 2**  
 It has caused degradation of the environment/the extinction of certain  
 2  
 animal species/and water pollution.

Any Two

**[4 marks]**

**Total 8 marks**

**Selection 5**

(a), (d), (f), (h)

**[2 marks each]**

**Total 8 marks**

**SECTION B****Part 1**

(a)                   1                   1                   1  
Essential (tool) / for development / in this century.                   **[3 marks]**

(b)                   1                   1                   1  
Office / living room / bedroom.                   **[3 marks]**

(c)   1  
(Strengthen the bond between) brothers and sisters / as they work  
                 1   1  
together to understand the functioning of the computer.                   **[3 marks]**

(d)                   1                   1   1  
Parents, the traditional intellectual leaders, have to learn from their  
children.                   **[3 marks]**

**Part 2**

(e)   1                   1                   1  
Computer cannot replace the teacher/lacks the personal touch.                   **[3 marks]**

(f)                   1                   1                   1  
Helps child to learn/names and properties of objects OR  
                 1                   1                   1                   1  
helps child to learn about/animals/musical instruments/machines.

Any Two                   **[3 marks]**

(g)                   1                   1                   1  
Help him to compose poems (OR songs)/write his own book/  
                 1                   1  
improve drawing (OR writing).                   **[3 marks]**

(h)   2   2  
Television encourages passivity OR (one simply absorbs information)  
                 1  
computer is more interactive.                   **[3 marks]**

**Total 24 marks**



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**CARIBBEAN EXAMINATIONS COUNCIL**

**ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER**

**FRENCH UNIT 2**

**PAPER 02 - READING AND WRITING**

*2 hours 10 minutes*

**INSTRUCTIONS TO CANDIDATES**

1. This paper is divided into TWO sections.
2. Section A consists of TWO passages and questions based on the passages.
3. Answer ALL of the questions in Section A.
4. Section B consists of FIVE essay questions based on Module 2.
5. Answer ONE question in Section B.
6. You will be penalized for disregarding these instructions.

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## SECTION A

### READING COMPREHENSION

**This section consists of TWO passages. Read each passage carefully and respond according to the instructions given.**

#### Passage 1

#### L'esclavage domestique des enfants en Haïti

La pratique en Haïti, selon laquelle les enfants sont forcés à faire le travail domestique, est parmi la pire au monde. Ceci est ironique puisque Haïti, première république noire à être libérée de l'esclavage, viole de manière flagrante, l'un des principes de base des droits de l'homme.

Ces enfants, nommés «restaveks», sont envoyés par leurs parents dans une famille plus aisée pour faire le travail domestique léger en échange d'être abrités, éduqués, nourris, et habillés. Une fois arrivés, ils se voient transformés en esclaves domestiques, selon la Coalition nationale des droits haïtiens. Une enquête menée par l'Institut psycho-social de la famille révèle que trente pour cent de ces enfants ne reçoivent qu'un seul repas par jour. Ils travaillent de longues heures dans des conditions inhumaines et ne sont ni éduqués, ni payés et de surcroît, ils sont privés de l'amour de leurs propres parents. L'abus physique et verbal qu'ils subissent mène souvent à la dépression, au manque de respect pour soi et même à la malnutrition.

Les filles sont souvent appelées «la pou sa», mot créole qui signifie «ici pour ça». Il est de rigueur qu'elles deviennent des objets sexuels des hommes et des garçons de la maison. Lorsqu'elles tombent enceinte, elles sont jetées dehors, voire rejetées par leurs propres parents.

Selon une autre enquête menée par la Coalition nationale des droits haïtiens, le nombre d'enfants travailleurs en Haïti se chiffre à plus de trois cent mil. Parfois, les enfants ont à peine trois ans quand ils deviennent des restaveks et doivent laver la vaisselle, nettoyer la maison et faire la cuisine.

La pratique du travail domestique des enfants a d'énormes répercussions sur la société haïtienne, surtout à l'égard de la structure de la famille et l'accroissement de la pauvreté et de la violence. Elle est liée à d'autres maux de la société qui, ensemble, sont responsables de beaucoup d'infractions des droits de l'homme.

**1. Answer the following questions, in FRENCH, in your own words.**

- (a) <<L'histoire se répète.>> Justifiez cette opinion en vous référant au premier paragraphe. [4 marks]
- (b) Quelle évidence y-a-t-il, du moins en théorie, que la vie d'un <<restavek>> devait être satisfaisante? [4 marks]
- (c) Citez des exemples d'exploitation, en vous référant au deuxième paragraphe. [5 marks]
- (d) Relevez les faits qui soulignent l'impact psychologique du mauvais traitement chez l'enfant. [2 marks]
- (e) Quels renseignements y-a-t-il sur l'humiliation du sexe féminin dans ce texte? [5 marks]
- (f) Quelles sont les implications sociales de la pratique du travail des enfants? [4 marks]

**Total 24 marks**

Passage 2

Le commerce électronique

Nous ne pouvons pas imaginer clairement ce qui se passera au cours du vingt-et-unième siècle. Cependant ce que nous savons, c'est que le réseau Internet exerce déjà une influence profonde sur les sciences et les techniques. Il favorise puissamment une intégration sans précédent des cultures et des économies à travers le monde.

L'une des utilisations les plus révolutionnaires de l'Internet a eu lieu dans le monde des affaires. Nous pouvons déjà commander sur ce réseau des livres et des vêtements, y obtenir des conseils en matière de commerce et y acheter n'importe quel article, allant des outils de jardinage aux produits alimentaires. Mais nous savons que ce n'était qu'un début. Le commerce électronique double ou triple de volume chaque année. Les biens et les services qu'il engendre se chiffrent à des centaines de milliards de dollars.

Néanmoins, dans certains pays, les responsables gouvernementaux continuent de s'interroger sur la valeur et les effets réels de cette forme de commerce. Avec quelle rapidité le commerce électronique se développe-t-il? Dans quels délais les pouvoirs publics devraient ils réagir? Comment celui-ci affecte-t-il les relations entre les pouvoirs publics et les entreprises? Quels sont les aspects négatifs du commerce électronique?

Au niveau des organisations non gouvernementales, certains ont mis en garde contre le fait que le commerce électronique pourrait éventuellement renforcer ce que l'on appelle «le fossé économique.» Celui-ci existe déjà entre pays riches et pays pauvres, et entre citoyens instruits et citoyens moins instruits.

On a remarqué aussi que les pays ne sont pas préparés au commerce électronique de la même manière, et que le nombre de personnes ayant accès à l'Internet diffère d'un pays à l'autre. Cette situation bien sûr perpétuerait le déséquilibre économique déjà cité.

Pour ceux qui hésitent encore à entrer dans le monde du commerce électronique, on met en lumière des mesures qui sont en place pour assurer la sauvegarde des droits des vendeurs et des acheteurs pour garantir la confidentialité des transactions.

*Adapted from <http://www.observateurocde.org/news/fullstory.php>*

**2. Answer the following questions, in ENGLISH, showing that you have understood the passage.**

- (a) What information is there in the passage to suggest that the Internet already plays a major role in the 21<sup>st</sup> century? **[4 marks]**
- (b) Name THREE transactions which are facilitated by e-commerce. **[3 marks]**
- (c) What evidence is there of scepticism on the part of governments with regard to e-commerce? **[4 marks]**
- (d) Identify TWO socioeconomic situations which may be impacted negatively because of e-commerce. **[4 marks]**
- (e) What has been done to encourage prudent consumers to become involved in e-commerce? **[4 marks]**

**Find in the text the words or phrases that are similar in meaning to the following expressions:**

- (f) ... encourage ... [paragraph 1] **[1 mark]**
- (g) ... commencement ... [paragraph 2] **[1 mark]**
- (h) ... pourtant ... [paragraph 3] **[1 mark]**
- (i) ... éduqués ... [paragraph 4] **[1 mark]**
- (j) ... l'écart ... [paragraph 4] **[1 mark]**

**Total 24 marks**



## SECTION B

### ESSAYS

Write an essay, in FRENCH, using 300 – 350 words on ONE of the following topics.

#### The impact of science and technology on ethical issues

3. Discutez le pour et le contre de la transplantation des organes humains.

[Total 24 marks]

4. «L'euthanasie est à la fois une offense morale et un délit criminel.»  
Discutez.

[Total 24 marks]

#### The impact of information and communication technologies on social and economic life

5. «Le téléphone portable contribue de plus en plus aux malheurs de la société.» Discutez.

[Total 24 marks]

6. Les moyens de communication dans la région laissent beaucoup à désirer. Êtes-vous d'accord? Développez votre point de vue.

[Total 24 marks]

7. «La plupart des changements technologiques ne sont pas nécessaires et profitent principalement aux entreprises qui les inventent.»  
Discutez.

[Total 24 marks]

**END OF TEST**

**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.**

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02222020/CAPE/SPEC/K/MS/2011

CARIBBEAN EXAMINATIONS COUNCIL

**ADVANCED PROFICIENCY EXAMINATION**

SPECIMEN PAPER

FRENCH

Unit 2 – Paper 02

READING AND WRITING

KEY AND MARK SCHEME

**PASSAGE 1**

1. (a) Haïti, pays autrefois soumis à l'esclavage/est maintenant un pays où les enfants travaillent (dans un/certain sens) comme des esclaves. **[4 marks]**
- (b) Un enfant fait des tâches légères chez une famille riche et en guise de récompense la famille fournit le vivre et le couvert,/des vêtements,/et s'occupe de ses études. **[4 marks]**
- (c) Les enfants sont sous-alimentés/ils sont surchargés de travail/ils travaillent dans des conditions insupportables/et ne sont ni éduqués/ni payés. **[5 marks]**
- (d) Selon le texte la dépression/et le manque de respect pour soi/sont généralement les conséquences du mauvais traitement. **[2 marks]**
- (e) La fille devient la victime sexuelle des hommes et des garçons de la maison où elle habite/On l'appelle/ "la pou sa". Lorsqu'elle attend un enfant non désiré/on la met à la porte/et même ses propres parents/l'abandonnent. **[5 marks]**
- (f) Elle a un effet (négative) sur la structure familiale./ Elle peut contribuer à l'augmentation de la pauvreté et de la violence./ Elle peut causer la violation des droits de l'homme. **[4 marks]**

Any two points.

**[Total 24 marks]**

**PASSAGE 2**

2. (a) <sup>1</sup> Its present influence on science/and technology/. <sup>1</sup> Its powerful  
<sup>1</sup> role in fostering integration among cultures/ and economies. **[4 marks]**
- (b) <sup>1</sup> The ordering of books/and clothes/the obtaining of information related to  
<sup>1</sup> business/the <sup>1</sup> purchase of books/other articles (including tools and food items).  
Any Three **[3 marks]**
- (c) <sup>1</sup> They question its value and effects in terms of its rate of development/the  
<sup>1</sup> speed of government's responses/its effect on the relationship between <sup>1</sup>  
government and enterprise/its negative effects. **[4 marks]**
- (d) <sup>2</sup> Reinforcement of the economic gap between poor and rich countries;  
<sup>2</sup> between educated and less educated citizens. **[4 marks]**
- (e) <sup>1</sup> Measures have been put in place to safeguard the rights of sellers and <sup>1</sup>  
<sup>1</sup> buyers ;/as well as to guarantee the confidentiality of their transactions. **[4 marks]**
- (f) favorise **[1 mark]**
- (g) début **[1 mark]**
- (h) néanmois **[1 mark]**
- (i) instruits **[1 mark]**
- (j) le fossé **[1 mark]**

**Total [24 marks]**

## SECTION B

<b>Content/Presentation (To be marked out of 12)</b>	<b>Correctness of Expression (To be marked out of 12)</b>
<p><b>11-12</b>                    <b>Excellent</b></p> <p>Excellent organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p>	<p><b>11-12</b>                    <b>Excellent</b></p> <p>Wide range of structures and vocabulary; excellent use of idioms; generally accurate; occasional minor errors.</p>
<p><b>9-10</b>                    <b>Very Good</b></p> <p>Very good organization and coverage of topic; well argued and structured; clearly relevant; includes facts, ideas and opinions.</p>	<p><b>9-10</b>                    <b>Very Good</b></p> <p>Wide range of structures and vocabulary; very good use of idioms; generally accurate with few errors.</p>
<p><b>7-8</b>                    <b>Good</b></p> <p>Good organization and coverage of topic; generally relevant; fewer facts, ideas and opinions.</p>	<p><b>7-8</b>                    <b>Good</b></p> <p>Good grasp of essential structures; an attempt at varied vocabulary but with quite a few lapses.</p>
<p><b>5-6</b>                    <b>Satisfactory</b></p> <p>Satisfactory coverage of topic; some relevant facts, ideas and opinions; fairly coherent.</p>	<p><b>5-6</b>                    <b>Satisfactory</b></p> <p>Satisfactory grasp of essential structures; limited use of idioms; marked inaccuracies but not affecting the meaning.</p>
<p><b>4</b>                    <b>Minimal</b></p> <p>Barely adequate coverage of topic; some irrelevant facts or ideas that affect coherence at times.</p>	<p><b>4</b>                    <b>Minimal</b></p> <p>Limited grasp of essential structures; overall weakness in grammar sometimes affecting meaning.</p>
<p><b>2-3</b>                    <b>Poor</b></p> <p>Poor organization and coverage of topic; presents irrelevant facts, ideas and opinions; shows misunderstanding of question.</p>	<p><b>2-3</b>                    <b>Poor</b></p> <p>Little grasp of essential grammar; limited vocabulary; numerous inaccuracies.</p>
<p><b>0-1</b>                    <b>Ungradable</b></p> <p>Very poor; limited production; vague and general; ideas presented at random.</p>	<p><b>0-1</b>                    <b>Ungradable</b></p> <p>No grasp of essential structures; little evidence of grammatical awareness; very limited vocabulary.</p>



TEST CODE **02222030**

**FORM 02222030/SPEC/ 2011**

**CARIBBEAN EXAMINATIONS COUNCIL  
ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER**

**FRENCH UNIT 2**

**PAPER 03 – LITERARY ANALYSIS AND THEMES**

*2 hours 10 minutes*

**INSTRUCTIONS TO CANDIDATES**

1. This paper is divided into TWO sections.
2. Section A consists of FOUR excerpts. You are to choose ONE excerpt and answer, in FRENCH, the questions based on that excerpt.
3. Section B consists of FOUR essay questions, with TWO on EACH theme related to the texts studied during the year.
4. Answer ONE question from Section B. Your answer must be in ENGLISH, but quotations must be in FRENCH.
5. You are allowed to use a dictionary and ONE text related to EACH theme to assist you in answering Section B. The text should NOT be heavily annotated.
6. You must NOT use the same text to answer both of your questions.

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## SECTION A

## LITERARY ANALYSIS

Choose ONE excerpt and answer the questions in FRENCH.

**EITHER**

1.

Belle et Jean

Belle habitait le Bas du Bourg et était blanchisseuse. S'étant assuré de nombreuses pratiques à la Folie, elle sillonnait la ville, portant sur la tête, tantôt un énorme ballot, tantôt un tray recouvert d'un madras. Si on la surnommait Belle, ce n'était pas par allusion à ses charmes physiques, car elle était d'aspect fort commun. C'était une abréviation de son prénom Mirabelle, sa mère, Dieu seul sait comment, ayant eu connaissance de ce mot et aime sa sonorité. Or, Belle, femme sans attraits et de condition modeste, parvint à éveiller la passion d'un homme politique fort connu, Jean Hilaire Endomius, que les historiens présentent actuellement comme l'un des fondateurs du parti socialiste.

Jean Hilaire était un homme superbe, orateur redoutable, pamphlétaire infatigable, éditorialiste d'un journal qui tirait à 1 600 exemplaires, *Le Cri du nègre*.

En ces temps-la, s'attirer les faveurs d'un homme bien nanti était pour la majorité des femmes le seul moyen d'ascension sociale. Elles tentaient de le retenir, généralement, par «les sens et la bonne chère », et ainsi elles obtenaient une maison, un lopin de terre, puis faisaient des enfants qui, quoique bâtards, regardaient de haut la plèbe des démunis dont ils étaient issus. Belle rompit tout net avec cette tradition. On la vit refuser de quitter le Bas du Bourg pour la Folie, comme Jean Hilaire le lui proposait, refuser de renoncer à son métier, refuser bagues, bracelets, pendentifs, colliers choux, paniers caraïbes. Jean Hilaire s'entêta, sa flamme grandissant comme il se doit à chaque obstacle. Toute la ville ne parla bientôt que de sa passion et des extravagances auxquelles elle le conduisait. Il négligea sa femme, fille d'un grand usinier, défenseur au Conseil général des intérêts sucriers, préférant ouvertement la couche de Belle à la sienne.

*Maryse Condé, Pays mêlé suivi de Nanne-Ya, 1998, pp. 63–64.*

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- (a) Commentez la peinture du portrait de Belle fait par le narrateur. [4 marks]
- (b) Que pensez-vous du personnage de Jean ? [4 marks]
- (c) Identifiez DEUX thèmes principaux du romain qui sont évidents dans cet extrait. [4 marks]
- (d) Expliquez le choix du mot « parvint » par le narrateur dans le premier paragraphe. [4 marks]

**Total 16 marks**

**OR**

**2.**

Le marché du passeur

- ...II (Lucrèce) vit dans les deux mondes.
- Deux mondes ?
- Oui, il traverse presque chaque jour la frontière... C'est un passeur.
- Tu crois à ça, tante Renée
- Je sais que ça existe.

Tante Renée est une catholique fervente. Elle croit dans le Christ et en même temps dans les pouvoirs de Lucrèce. La possibilité qu'il a de traverser les frontières comme bon lui semble. De changer de monde, selon ses désirs. D'aller du côté des vivants comme de celui des morts. Et cet homme me fait le plus terrible marché qu'on puisse faire à un écrivain, lui proposer de le conduire au royaume des morts. Au nom de ce lien mystérieux qui l'unit à mon grand-père, il me donne aujourd'hui la possibilité d'être plus grand que Dostoïevski, aussi grand que Dante ou que l'apôtre Jean, dit le bien-aimé, à qui on a fait voir, un jour, la fin du monde. Il me donne la possibilité d'être plus grand qu'un écrivain. De devenir un prophète. Celui qui a vu.

Séjourner parmi les morts et revenir chez les vivants en rendre compte. Traverser le voile des apparences. Vivre un temps dans le vrai de vrai. Plus de comédie, plus de tragédie. Seulement la vérité. L'éclatante vérité. Le plus vieux rêve des hommes. Jésus a fait revenir Lazare sur la Terre. Cela fait longtemps que je n'ai pas ouvert la Bible, mais si ma mémoire est bonne, je ne crois pas que cette résurrection fut un succès. Lazare sentait encore la mort et avait l'air d'une coquille vide. L'esprit ne

GO ON TO THE NEXT PAGE



l'habitait plus. Un zombi. Ce que me propose Lucrèce semble beaucoup plus intéressant. J'irai voir comment cela se passe là-bas, puis je reviendrai parmi les hommes. Un reporter au pays sans chapeau.

*Dany Laferrière, Pays sans chapeau, Collections Motifs, 2007, pp. 136–137.*

(a) Donnez DEUX raisons pour lesquelles Lucrèce est-il surnommé « le passeur ». [4 marks]

(b) Trouvez DEUX exemples du thème du double dans cet extrait. [4 marks]

(c) Commentez le rêve du narrateur dans cet extrait. [4 marks]

(d) Que pensez-vous de la crédibilité du narrateur en tant que « reporter » dans cet extrait ?

[4 marks]

**Total 16 marks**

GO ON TO THE NEXT PAGE

**OR**

3.

Les mains sales

OLGA

Est-ce que c'était vrai? Est-ce que tu l'as vraiment tué à cause de Jessica ?

HUGO

Je...je l'ai tué parce que j'avais ouvert la porte. C'est tout ce que je sais. Si je n'avais pas ouvert cette porte...Il était là, il tenait Jessica dans ses bras, il avait du rouge à lèvres sur le menton. C'était trivial. Moi, je vivais depuis longtemps dans la tragédie. C'est pour sauver la tragédie. C'est pour sauver la tragédie que j'ai tiré.

OLGA

Est-ce que tu n'étais pas jaloux ?

HUGO

Jaloux ? Peut-être. Mais pas de Jessica.

OLGA

Regarde-moi et réponds-moi sincèrement car ce que je vais te demander a beaucoup d'importance, As-tu l'orgueil de ton acte ? Est-ce que tu le revendiques ? Le referais-tu, s'il était à refaire ?

HUGO

Est-ce que je l'ai seulement fait ? Ce n'est pas moi qui ai tué, c'est le hasard. Si j'avais ouvert la porte deux minutes plus tôt ou deux minutes plus tard, je ne les aurais pas surpris dans les bras l'un de l'autre, je n'aurais pas tiré. (*Un temps.*) Je venais pour lui dire que j'acceptais son aide.

OLGA

Oui.

HUGO

Le hasard a tiré trois coups de feu, comme dans les mauvais romans policiers. Avec le hasard tu peux commencer les «si» : «*si j'étais resté un peu plus longtemps devant les châtaigniers, si j'avais poussé jusqu'au bout du jardin, si j'étais rentré dans le pavillon....*» Mais moi. *Moi*, là-dedans, qu'est-ce que je deviens ? C'est un assassinat sans assassin. (*Un temps.*) Souvent, dans la prison, je me demandais : qu'est-ce qu'Olga me dirait, si elle était ici ? Qu'est-ce qu'elle voudrait que je pense?

GO ON TO THE NEXT PAGE

OLGA, (*sèchement*)

Et alors ?

HUGO

Oh, Je sais très bien ce que tu m'aurais dit. Tu m'aurais dit : «Sois modeste, Hugo. Tes raisons, tes motifs, on s'en moque. Nous t'avions demandé de tuer cet homme et tu l'as tué. C'est le résultat qui compte. » Je... je ne suis pas modeste, Olga. Je n'arrivais pas à séparer le meurtre de ses motifs.

*Jean-Paul Sartre, Les mains sales, Éditions Gallimard, 2009, pp. 233–234.*

- (a) « C'est un assassinat sans assassin. » Commentez cette phrase. [4 marks]
- (b) Quel est l'importance dramatique des pauses et de l'hésitation d'Hugo quand il parle ? [4 marks]
- (c) Hugo dit «Le hasard a tiré trois coups de feu». Identifiez la figure de style utilisée ici et expliquez l'importance dans l'extrait. [4 marks]
- (d) Quels thèmes de cet extrait sont évidents dans l'œuvre ? [4 marks]

**Total 16 marks**

GO ON TO THE NEXT PAGE

**OR**

4.

Une saison au Congo

LUMUMBA

Excuse-moi ! En politique, quand j'entends un de ces grands mots techniques, je me braque, et je cherche toujours quelle infamie ça cache. Concrètement, où veux-tu en venir ?

MOKUTU

Rien de plus simple. Le président de la République démet le Premier ministre. Le Premier ministre riposte en démettant le président de la République. Moi, je les démetts tous les deux ! J'écarte les politiciens !

LUMUMBA

En bref, tu prends le pouvoir ! Après tout tu n'auras pas été le premier colonel à faire un coup d'Etat. Mais attention, Mokutu ! Le jour ou n'importe quel traîneur de sabre, n'importe quel porteur de galons, n'importe quel manieur de stick se croira le droit de faire main basse sur le pouvoir, ce jour-là, c'en sera fait de la Patrie. Un Etat ? Non ! Une foire d'empoigne ! Cette responsabilité, es-tu prêt à l'assumer ?

MOKUTU

Je ne permets à personne de mettre en doute mon honnêteté. Militaire je suis, militaire je resterai. Je confie le pouvoir à un collège de commissaires, jusqu'au retour de l'ordre. Par ailleurs, je donne l'ordre à l'armée de stopper toute avance vers Kasai, et de rentrer dans ses cantonnements. Nous aurons assez de travail à Léopoldville.

LUMUMBA

Mokutu, je n'évoquerai pas notre amitié, nos luttes communes, mais...

MOKUTU

Oh ! Ne me parle pas du passé ! C'est vrai ! Je t'ai aidé à sortir de prison. J'ai été à tes côtés à la Table Ronde de Bruxelles. Nuit et jour, j'ai alerté l'opinion publique en ta faveur. Cinq ans d'amitié, de camaraderie, mais à présent, nos voies divergent. Ce que j'appelle ta « neutralisation » signifie que sans sacrifier notre amitié, j'entends qu'elle n'empêche pas que j'accomplisse mon devoir de citoyen et de patriote congolais.

GO ON TO THE NEXT PAGE

## LUMUMBA

Tu as raison, l'heure n'est pas aux effusions sentimentales. Quant au mot neutralisation, j'en sais mieux que toi, en tout cas, j'en mesure mieux que toi le sens et la portée. Tu y penses à l'Afrique, quelquefois ? Tiens, regarde-là ! pas besoin de carte épinglée au mur. Elle est gravée sur la paume de mes mains.

Ici la Rhodésie du Nord, son cœur le Copper belt, la Ceinture de Cuivre, terre silencieuse, sauf de temps en temps, un juron de contremaître, un aboi de chien policier, le gargouillement d'un colt, c'est un nègre qu'on abat, et qui tombe sans mot dire. Regarde, à côté, la Rhodésie du Sud, je veux dire des millions de nègres spoliés, dépossédés, parqués dans les townships. Là, l'Angola ! principale exportation : ni le sucre, ni le café, mais des esclaves ! Oui, mon colonel, des esclaves ! Deux cent mille hommes livrés chaque année aux mines de l'Afrique du Sud.

*Aimé Césaire : Une saison au Congo,*

*Éditions du Seuil, 1973, pp. 89–91.*

- (a) En utilisant de l'évidence de l'extrait, qu'est-ce qu'on peut inférer de la personnalité de Mokutu ? [4 marks]
- (b) Quelles conclusions peut-on tirer concernant l'amitié de Lumumba et Mokutu ? [4 marks]
- (c) Commentez l'interprétation de Lumumba du mot « neutralisation ». [4 marks]
- (d) «Cet extrait reflète des thèmes de l'œuvre. » Commentez ce jugement. [4 marks]

**Total 16 marks**

GO ON TO THE NEXT PAGE

## SECTION B

### THEMES

Write an essay, in ENGLISH, using 450–500 words on ONE of the following themes. You MUST refer in detail to ONE named text. This text must not be the same one on which you answered in Section A. All quotations MUST be cited in FRENCH.

**LA VIE MODERNE:** (*Pays sans chapeau ; Pays mêlé suivi de Nanna-ya*)

5. Discuss the author's presentation of "Mother" in any ONE of the texts you have studied. [Total 32 marks]
6. Comment on the theme of "return to homeland" in any ONE of the texts you have studied. [Total 32 marks]

**L'ENGAGEMENT POLITIQUE ET SOCIAL:** (*Les mains sales; Une saison au Congo*)

7. "Full of schemes and the unexpected." Discuss this view of political life in the text that you have studied. [Total 32 marks]
8. "Some leaders do not have the qualities necessary for their position." Comment on this point of view with reference to the text you have studied. [Total 32 marks]

END OF TEST

**IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.**

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**CARIBBEAN EXAMINATIONS COUNCIL**

**ADVANCED PROFICIENCY EXAMINATION**

**SPECIMEN PAPER**

**FRENCH**

**UNIT 2 - PAPER 03**

**LITERARY ANALYSIS AND THEMES**

**KEY AND MARK SCHEME**

**SECTION A****Belle et Jean**

- 1 (a) Le narrateur esquisse un portrait tridimensionnel, / (moderne et dynamique) du personnage.  
Any One [1 mark]

- i. **Portrait physique. Elle est forte** : « S'étant assuré de nombreuses pratiques à la Folie, elle (Belle) **sillonnait la ville, portant sur la tête**, tantôt un énorme ballot, tantôt un tray recouvert d'un madras. » **Contrairement à son nom, elle n'est pas belle/ attirante** : « Si on la surnommait Belle, ce n'était **pas par allusion a ses charmes physiques**, car elle **était d'aspect fort commun**. »/ « Or, Belle, **femme sans attraits**... »

Any One

[1 mark]

- ii. **Portrait social. Elle est descendante d'esclave vivant dans le quartier pauvre** ; « Belle habitait le Bas du Bourg ». / Or, Belle, [était] de condition modeste... » **Elle est active** : « Belle était blanchisseuse. S'étant assuré de nombreuses pratiques à la Folie, elle sillonnait la ville... » / elle (Belle) **sillonnait la ville, portant sur la tête**, tantôt un énorme ballot, tantôt un tray recouvert d'un madras. »

Any One

[1 mark]

- iii. **Portrait psychologique : Elle est forte psychologiquement / indépendante (de pensée) / Elle ne voulait pas être femme entretenue**: « En ces temps-la, s'attirer les faveurs d'un homme bien nanti était pour la majorité des femmes le seul moyen d'ascension sociale... **Belle rompit tout net avec cette tradition. On la vit refuser de quitter le Bas du Bourg pour la Folie**, comme Jean Hilaire le lui proposait... ». Elle savait menait l'homme à sa manière : « Toute la ville ne parla bientôt que de sa passion (Jean) et des extravagances auxquelles **elle (Belle) le conduisait**. / Or, Belle... **parvint à éveiller la passion d'un homme politique fort connu**, Jean Hilaire Endomius... »

Any One

[1 mark]

[4 marks]



- (b) Jean est un personnage issu de son temps ‘moderne’ vivant dans le quartier aisé de La Folie.

[1 mark]

- i. **Portrait physique** : « Jean Hilaire était un homme superbe... »

[1 mark]

- ii. **Portrait social. Activiste politique** : « un **homme politique fort connu**... que les historiens présentent actuellement comme l’un des **fondateurs du parti socialiste**. » / « Jean Hilaire était un homme superbe, orateur redoutable, pamphlétaire infatigable, éditorialiste d'un journal qui tirait à 1 600 exemplaires, *Le Cri du nègre*./ **Bien marié (du point de vue social) mais infidèle**: Il **négligea** sa femme, fille d'un grand usinier, défenseur au Conseil général des intérêts sucriers, **préférant ouvertement la couche de Belle à la sienne**. / « Jean Hilaire **s'entêta**, sa flamme grandissant comme il se doit à chaque obstacle. Toute la ville ne parla bientôt que de sa passion et des extravagances auxquelles **elle le conduisait**.

Any one

[1 mark]

- iii. **Portrait psychologique. Il était un homme d'avant-garde passionné autant de la politique que de Belle** : « Jean Hilaire était un homme **superbe**, orateur **redoutable**, pamphlétaire **infatigable**, éditorialiste d'un journal qui tirait à 1 600 exemplaires, *Le Cri du nègre*. / **Courageux/ Entêté vis-à-vis des personnes ou des choses auxquelles il tient** : « Jean Hilaire **s'entêta**, sa flamme grandissant comme il se doit à chaque obstacle. Toute la ville ne parla bientôt que de sa passion et des extravagances auxquelles **elle le conduisait**. / **Il est généreux envers la femme chérie, comme on voit sur la liste accumulée des choses refusées** : « On la (Belle) vit refuser de quitter le Bas du Bourg pour la Folie, comme Jean Hilaire le lui proposait, **refuser** de renoncer à son métier, refuser bagues, bracelets, pendentifs, colliers choux, paniers caraïbes...Toute la ville ne parla bientôt que de sa passion et des extravagances auxquelles elle le conduisait. »

Any one

[1 mark]

[4 marks]

(c) Any two of the following (1 mark for the theme and 1 mark for the example/ proof):

- i. **Thème : La condition de la femme moderne antillaise / L'image de la femme moderne antillaise.** / Le narrateur juxtapose deux peintures des femmes antillaises dans cet extrait : celle de la femme traditionnelle, soumise à l'homme, dépendante de lui pour toute ascension sociale ou pour son existence ; et celle de la femme indépendante, moderne, du moins du point de vue économique:

« En ces temps-la, s'attirer les faveurs d'un homme bien nanti était pour la majorité des femmes le seul moyen d'ascension sociale... Belle rompit tout net avec cette tradition... ».

II (Jean) négligea sa femme, fille d'un grand usinier, défenseur au Conseil général des intérêts sucriers, préférant ouvertement la couche de Belle à la sienne. Le divorce n'était pas une option pour elle.

- ii. **Thème : Les relations humaines dans la société post esclavagiste /**

Le narrateur peint une société où les relations humaines sont influencées d'une part par l'histoire ou ses conditions socioéconomiques et d'autre part par les relations actuelles qui se nouent à cause des besoins humains. /

- Belle travaille à la Folie car on a besoin de ses services, l'argent permettant
- La liaison Belle-Jean représente une relation sexuelle, physique. Elle est sans avenir car Jean est déjà marié, à moins d'être une femme entretenue.
- *Le Cri des nègres* mettait en relief les concerns de la classe de la population exploitée, dont Jean se faisait le champion.

- iii. **Thème : L'ascension sociale dans la société post esclavagiste**

La stratification sociale de la ville : « ... quitter le Bas du Bourg pour la Folie... », Le Carénage...

« En ces temps-la, s'attirer les faveurs d'un homme bien nanti était pour la majorité des femmes le seul moyen d'ascension sociale. Elles tentaient de le retenir, généralement, par «les sens et la bonne chère », et ainsi elles obtenaient une maison, un lopin de terre, puis faisaient des enfants qui, quoique bâtards, regardaient de haut la plèbe des démunis dont ils étaient issus. »

- iv. **Thème : Le thème du couple**

Jean et son épouse bien née

Jean et sa concubine, Belle

[4 marks]

- (d) Le narrateur suggère que Belle n'étant ni **belle** (comme le suggérait son surnom) ni **riche**, / a quand même réussi de ranimer la passion d'un homme d'envergure politique nanti. C'est contre toute attente. / **[2 marks each]** **[4 marks]**

**Total 16 marks**

Le marché du passeur

2 (a) **Any two**

- (À la différence de Charon,) Il traverse la frontière entre les deux mondes (celui des vivants et celui des esprits (des morts, des dieux)).
- Il aide les gens à passer entre les deux mondes.
- Il peut conduire quelqu'un au royaume des morts et en revenir avec lui.
- Il est celui qui ouvre le chemin (Legba) vers l'au-delà.

[4 marks]

- (b) Le thème du double est un des thèmes principaux du romain. Il est présent dans cet extrait dans des dimensions différentes mais plus souvent comme des entités opposées:

[2 marks]

**Plus Any two of the following**

- i. Le monde spirituel et le monde physique – représentée par le personnage de Lucrèce-Legba, le dieu qui ouvre le chemin entre les deux mondes ;
- ii. Le catholicisme et le vaudou – le syncrétisme de Tante Renée représente ceux et celles qui croient autant en le Christ qu'en les pouvoirs de Lucrèce-Legba;
- iii. Le prophète et le poète: Jean-Dany ;
- iv. L'artiste et l'écrivain-journaliste-reporter : Jean-Dante ; Jean-Dany
- v. La philosophie et la moralité : vérité-fantaisie (allusion à l'histoire de Lazare)
- vi. Les opinions et les faits

[2 marks]

- (c) Le narrateur est passionné par l'offre de Lucrèce de faire un tour au royaume des morts pour en rapporter des nouvelles. Il rêve de la grandeur car cette offre lui donne:  
«... la possibilité d'être **plus grand que Dostoïevski, aussi grand que Dante ou que l'apôtre Jean**, dit le bien-aimé, à qui **on** a fait voir, un jour, la fin du monde. Il me donne la possibilité d'être **plus grand qu'un écrivain. De devenir un prophète.** »/ Le style répétitif (« ruminatif ») de l'auteur laisse voir combien cette offre de séjourner chez les morts le passionnait. Ce rêve s'effectue par le biais de les comparaisons : **plus grand que, aussi grand que**, / et enfin de devenir prophète, c'est-à-dire un oracle des dieux.

Any Two

[4 marks]

- (d) La crédibilité du narrateur en tant que « reporter » est douteuse vis-à-vis l'histoire de Lazare car il enfreint le code de pratique de la profession en ces termes: **[2 marks]**

Any Two of the following for 1 mark each

- i. manque de recherche (Il aurait du relire l'histoire.) ;
- ii. l'écriture de son opinion au lieu des faits ;
- iii. manque d'objectivité ;
- iv. prise de position de témoin dans l'histoire de Lazare alors qu'il n'était pas là  
« Cela fait longtemps que je n'ai pas ouvert la Bible, mais si ma mémoire est bonne, je ne crois pas que cette résurrection fut un succès. Lazare sentait encore la mort et avait l'air d'une coquille vide. L'esprit ne l'habitait plus. Un zombi. »
- v. utilisation d'un exemple mal approprié (Lazare au lieu du Christ). D'après la littérature biblique (Apocalypse 1 :18) « Je (Christ) suis le premier et le dernier, et le vivant. J'étais mort; et voici, je suis vivant aux siècles des siècles. Je tiens les clefs de la mort et du séjour des morts. » **[2 marks]**

**Total 16 marks**

3.

Les mains sales

- (a) Cette phrase met en lumière le fait qu'Hugo n'était pas disposé à tuer la personne. La phrase implique que Hugo expérimente le regret/Il regrette son acte.  
Les résultats étaient inespérés.  
L'intention/la résolution d'Hugo n'était pas bien définie (très claire).  
Les conséquences étaient fortuites.  
(Any two for 2 marks each) **[4marks]**
- (b) L'hésitation dans les phrases et les pauses d'Hugo indiquent son incertitude/ l'introspection (Hugo est replié sur soi-même)/il a des pensées rétrospectives/il ne comprend pas complètement tout ce qui s'était passé/il se questionne/ il médite sur ses actions.  
(Any two for 2 marks each) **[4 marks]**
- (c) La personnification. (1 mark)  
La personnification de la chance aide à absoudre Hugo de ses actions/ elle donne l'idée de l'inévitabilité des résultats/accentue le dilemme de Hugo. (Any one for three marks)  
**[4 marks]**
- (d) Les vicissitudes de la vie/comment les actions de l'individu affectent les autres/ l'importance des convictions de l'individu/la lutte personnelle/les choix difficiles/ les décisions difficiles.  
(Any two for two marks each) **[4 marks]**

**Total 16 marks**

4.

Une saison au Congo

- (a) Mokutu est décidé (j'entends qu'elle n'empêche que j'accomplisse mon devoir)/fier (je ne permets à personne de mettre en doute mon honnêteté/ franc (à présent, nos voies divergent)/confiant (je donne l'ordre/ je les démet)/obstiné, têtu (Militaire je suis, militaire je resterai).

(Any two for two marks)

**[4 marks]**

- (b) (i) Les deux étaient une fois très proches ; ils avaient eu des activités/luttes communes. (2 marks)

(ii) L'amitié a changé d'une manière négative. (2 marks)

(iii) L'amitié est maintenant tendue parce que leurs voies divergent/ ils ont de différentes opinions.

(2 marks)

[Any two]

**[4 marks]**

- (c) Pour Lumumba « neutralisation » signifie la conquête des pays de l'Afrique/ un pays riche (avec des endroits qui sont riches en matières primaires (la Ceinture de Cuivre, les mines)) mais qui est subjugué/ l'asservissement des peuples (l'esclavage)/ l'exploitation des nègres/ la domination des nègres/ la violence (contre les nègres)/ l'oppression de la part de l'Etat. (Any two for 2 marks each)

**[4 marks]**

- (d) Cet extrait est plein de tension comme l'œuvre entier,/présente deux personnages importants liés aux thèmes / on voit plusieurs thèmes qui se retrouvent dans tout l'œuvre comme la trahison/ la différence d'opinion politique/ des problèmes qui existent en Afrique/ la poursuite du pouvoir/ le patriotisme/ l'amitié / la déception.

(Any two for two marks each)

**[4 marks]**

**Total 16 marks**

## SECTION B

5. Discuss the author's painting of "Mother" in any ONE of the texts you have studied.

### Pays sans chapeau

Mother is one of the outstanding themes in Laferrière's *Pays sans chapeau*. He paints several types of mothers, the most outstanding of which is the "single mother". By "single" we mean unmarried, divorced and the separated couple (due to exile, disappearance or death of the husband). This essay will briefly discuss the writer's mosaic painting of the Mother from a traditional and modern perspective.

#### I. The traditional paintings of the mother.

The narrator paints the Haitian mother in her social roles in a realistic manner.

##### a. Mother – the homemaker

Dany's Mother stands out here, mostly because he lives with her and gets treated like a child twenty years after he returns from exile in Canada.

##### Any one of the following

1. **She ('Mère nourricière') feeds him, sometimes like a mother would a child :** « ...il faut savoir que la nourriture est capitale dans ma famille. Nourrir quelqu'un, c'est une façon de lui dire qu'on l'aime. Pour ma mère, c'est presque l'unique mode de communication. » **OR** « Ton souper est là. » **OR** « Mange... sinon ça va refroidir... » **OR** « Veux-tu du sucre dans ton jus ? » **OR** She treats him like a prince: bath ready ; « Ma mère m'apporte un bol de soupe fumante. »
2. **The "servant mother ":** « Je trouve ma mère en train de repasser ma chemise » **OR** « Ma mère saute sur ses pieds. Elle court vers le réfrigérateur pour m'apporter un grand verre de jus de grenadine. »
3. **The religious and protective mother:** « J'aimerais que l'on fasse une petite prière avant que tu ne sorte. » **OR** « Je crois dans l'Éternel, dit-elle fièrement et en Marie la mère de Dieux »
4. **The eternal mother :** "On est **toujours** un enfant à côté de sa mère, surtout si elle ne t'a pas vu depuis vingt ans. **OR** « Je dors dans le lit de ma mère. Elle me fait une place. »
5. **The stoic private mother who hides her suffering in front of her child (as much as she could):** "Toujours ce sourire crispé. C'est là qu'elle cache sa souffrance. »



## b. The self-sacrificing mother

The mother who cares for her child/ children sacrifices herself for them, as demonstrated by the sketches or tableaux or anecdotes of the “Mandiante” **OR** the “Temoin de Jéhovah”.

### - La mandiante

Her family is devastated by the disappearance of her husband by the hands of the authorities.

- **Dissymmetry with Marie.** Unlike Marie, she’s homeless with her 17yr. old daughter, doing whatever it takes to protect and feed her daughter and give her an education.

« Monsieur, j’ai honte de vous dire ce que j’ai fait pour ramasser cet argent.

Comme vous pouvez le constatez, je ne suis plus très jeune. »

### - The Jehovah witness mother

She had to leave Champs-de-Mars to live in the hell of Martissant because of her husband’s death. She can’t afford to pay the taxi any more for her children to continue going to the prestigious College Saint-Martial. “Je ne peux pas faire un sacrifice de plus. Je n’ai plus de sang à donner. [...] S’il n’y avait pas les enfants, il y a longtemps que j’aurais mis fin à mes jours.”

## c. The mother-mistress or “child mother”

These are represented by the taxi driver’s “women” or the women with whom he has children but no longer an intimate relationship: Mimose **OR** Altagrâce.

### 1. Mimose

Unlike Altagrâce, Mimose seems to represent the mistress with whom things went sour but whose child (and her) have to be maintained. We see them mostly through Josaphat’s eyes who describes her in very negative terms. She is uneducated, violent, woman of low self esteem, jealous of the amount of money Altagrâce, her rival, gets for her two children:

“cette femme est une vraie tigresse... toujours en train de chercher la bagarre, de m’insulter, de m’attaquer, de me menacer, de vouloir m’aveugler, m’étriper, je vous dis: c’est une vraie tigresse. »

## 2. **Altagrâce**

Josaphat, apologetic to Dany, his Mom and the Jehovah Witness woman for having caused her to have two children with him out of wedlock, notes as he drops off money for the upkeep of his two children with her:

“C’est une femme du Cap. Quelqu’un de bien.”

## II. **Modern painting of the mother**

The modern face of the Mother is one that is generally proactive in different ways:

### i. **The negotiating mother**

#### **Either**

1. Dany’s mom and the taxi driver at the airport **OR** at the mattress shop

She strikes a hard bargain with the taxi driver to take them home to Morne Nelhio **OR** a good bargain with the mattress maker to have one made for the next day in the tableau ‘Le matelas’ **OR** with the money changers in the street (‘La Jungle’), where she displays great street wisdom in avoiding being robbed or killed for her money

#### **Or**

2. The “mandiante” trying to get Dany to take her daughter in his charge

### ii. **The industrious single mother or widowed mother working to bring up child/ children through good education with or without the help of the father**

#### **Either**

1. Altagrâce and her salon de coiffure where she earns a living to help upkeep her son

#### **Or**

2. The “mandiante” doing whatever she deemed necessary to survive and give her daughter an education or her trying to get Dany to take her daughter in his charge

« Monsieur, j’ai honte de vous dire ce que j’ai fait pour ramasser cet argent. Comme vous pouvez le constatez, je ne suis plus très jeune. »

**iii. The divorced working mother (who seems prepared to start a new relationship (with Dany))**

Lisa, one of Dany's adolescent admirers, and her 1 child – a modern reality.

She sketches her life in almost one breath to Dany the narrator: "Écoute, moi, ça a été différent, j'ai fait un mariage qui n'a pas marché, j'ai un fils, je suis divorcée, et **je travaille au muse d'art.** »

**iv. The liberal mother and housewife represented by the voodoo goddess Erzulie Fréda Dahomey « l'amour » ou Erzulie Dantor « la mort ».**

- « ...tentant de me séduire pour que j'aie piquer, avec l'arme de la jalousie, le cœur de son mari, Ogou Badagris ou Ogou Ferraille, l'intraitable dieu du feu et de la guerre. » (Dany)
- "Telle mère, telle fille. Deux salopes. » (Ogou's views of his wife)
- « Elle me lâche enfin le cou et se met à danser autour de moi. Elle n'est pas grande, mais pleine d'énergie, et surtout très sexy. Une maitresse femme, comme on dit ici. » (Dany)
- « Depuis que ce cher Ogou ne bande plus, je suis obligée de trouver mes partenaires chez les mortels, et il ne font pas le poids, naturellement. C'est que je peux baiser facilement tout un mois sans m'arrêter. » (Erzulie Fréda Dahomey )
- « ...les hommes font l'amour, mas les dieux baisent. »
- « ...à part Ogou, mon mari, aucun autre dieu ne peut suivre mon rythme. »
- « Quand je suis en rut, continue-t-elle, je peux consommer une quantité astronomique d'humains... Des hommes ou des femmes, je ne fais pas la différence. »

**v. The suffering Mother-mother country.**

Symmetry between the biological mother and the natural motherland

« ma mère, elle, ne quitta jamais son pays. Et si jamais elle le quitte, j'aurais l'impression qu'il n'y a plus de pays. J'identifie totalement ma mère avec le pays. Et elle est assise côté de moi dans ce taxi qui file maintenant vers Martissant. Le torse bombé sous la douleur : ma mère, mon pays.

**Conclusion**

Dany paints a dynamic double or binary image of the Mother in *Pays sans chapeau*. His mosaic representation captures the essence of the ancient and the modern traits in the mother, / as they grapple with the harsh existential realities of the 20<sup>th</sup> century American occupied Haiti. /In the end, the image of the "single mother" is a mosaic metaphor of a modern Haiti lacking the positive virility needed to successfully balance life; / and the Voodoo-Catholic pantheon, whose enticing or deceptive world mirrors Haiti's mad reality, is unable or not qualified to positively change the mother country's (Haiti's) suffering.

**Total 32 marks**

5. Discuss the author's painting of "Mother" in any ONE of the texts you have studied.

### Pays mêlé

Mother is one of the outstanding themes in Condé's *Pays mêlé*. She paints two general categories of mother: / the married and single, / as they grapple with modern issues of their times.

#### **I. Traditional images of "Mother"**

The traditional married mother is under the authority of her husband, / keeps house, and raises children. / Love may not be in the picture at all./ She may be a sexual object of the husband. The more modern mother is proactive and influences her husband's decision on family issues.

#### **The bourgeois married mother and homemaker**

- i. **The bourgeois housewife and mother – Either (a).** Mrs. Altagras Aubrun (bourgeois), in a loveless marriage with a young Black vet, becomes an adoptive mother / without having a say in the matter, because her husband accepted Dr. Blanfort's request to look after the abandoned child, Berthe Suréna.

##### **Either**

« A vingt ans, pour fuir l'enfer de son existence, Altagras épousa sans amour un nègre vétérinaire, Emmanuel, dit Mano Aubrun. Elle en eut trois enfants : deux fils, Antoine et Jean-François, une fille Dominique. »

##### **Or**

« Nous croyons plutôt que cette femme intelligente et fière [Altagras Aubrun] haïssait la sujétion du mariage, l'impossibilité pour son sexe de mener son destin, de commettre les erreurs ou d'accomplir les exploits qui jalonnent une existence valable. »

##### **Or The wife of the Libanais businessman**

She is unable to control her birthrate by abstinence for fear that the husband would look elsewhere for sexual fulfillment, /as the life of Belle and her sister Sandrine, exemplify following the death of the Lebanese's wife./

Sandrine, sœur de Belle, avait suivi à Kali... une famille de Libanais pour laquelle elle travaillait. En deux ans, les fièvres avaient eu raison de l'épouse et le mari était resté seul **avec une flopée d'enfants**. Il fit ce que tant d'autres hommes font en pareil

cas. Il se mit en ménage avec la servante et la dota d'un statut ambigu, fort envié cependant.

### **The working-class, married mother and homemaker**

#### **Either**

Unlike Altagras, who wishes her husband dead, Marthe-aux-yeux-noirs, childless wife of Marcius, influences her husband to take in her psychologically challenged friend Pourméra and her young daughter "accouchée par césarienne": Berthe Suréna; she eventually plays the role of adoptive mother for Berthe (the first 10 yrs of her life) before migrating to Canete.

« Marthe-aux -yeux-noirs **persuada** son mari Marcius d'abriter la mère et l'enfant... dans son temps d'opulence [Pourméra] ne l'avait jamais oubliée. »

« ... jusqu'à cinq ans, Berthe fut une petite fille heureuse... Pour elle, sa maman était Marthe-aux-yeux-noirs, son papa, Marcius, ébéniste. »

#### **Or**

For a second time, Marthe-aux-yeux-noirs and her husband Marcius become Berthe's adoptive parents or grandparents one should say, when they take her and her son Antoine Aubrun's in.

« Un matin, avant la messe de l'aurore, elle fut chassé de la maison (des Aubruns] de la rue du Sable [...] Ils reprirent avec eux Berthe et le petit Antoine et tout ce monde émigra à Port-Mahault, jolie bourgade côtière. »

## II. Modern painting of mother

Condé's offers two perspectives of the modern mother in a dramatic fashion.

### i. The modern married Mother and homemaker

Contrary to Altagras, the biological grandmother Berthe's son - Antoine, Marthe-aux -yeux-noirs (adoptive mother and adoptive grandmother of Berthe) is symbolic of the modern ideal mother who would not put her daughter out or leave her homeless because she falls pregnant young and out of wedlock.

Marthes-aux-yeux-noirs does not add reproach to injury in Berthe's affair.

Her tableau bears out the theory that maternal instinct is not just a matter of blood; it is more an affair of love, conscience and responsibility to the innocent child.

Chooses to leave the child with the Aubruns so she could get a good education / and have the opportunity for a better life.

« Ils (Marthe and her husband) reprirent avec eux Berthe et le petit Antoine et tout ce monde émigra à Port-Mahault, jolie bourgade côtière. » p.109

### ii. The modern single Mother and homemaker

Berthe Suréna represents the single-parent-mother lineage of the modern mother of the young OLP socialist activist – Antoine Suréna (son of Antoine Aubrun) who was fighting for the independence of his homeland (Guadeloupe) from the “mother country” France.

Our first encounter with Berthe is tragic, since both mother and son lie dead at the hospital, all in one day.

Berthe symbolizes as well the modern, employed, educated mother /who unsuccessfully tries to protect her beloved son (her seed) from the dangers of political activism.

She came out of an abused relationship with Jean Larose.

She inherits the genes of her independent thinking grandmother, Belle: « Belle était une énigme. En ce temps où les femmes ne remettaient en question ni leur dépendance vis-à-vis de l'homme, ni leur sujétion vis-à-vis de leurs enfants, toute sa conduite choquait. »

“... [Berthe Suréna] avait grandi dans une famille bourgeoise, fréquenté dix ans le lycée et qui occupait un poste administratif. »

“Il (Antoine Suréna) fabrique avec amour des cocktails Molotov.”

### **Conclusion**

Whether single, married or geographic (homeland), the *Pays mêlé's* mosaic Mother sees a dramatic present whose future will be improved through education, recognition and collaboration. Building with the lessons from the dramatic past is crucial to modernize Mother's role without self-destructing with the likes of Antoine Aubrun or being assassinated for Christmas like “Ned” Réhat.

**Total 32 marks**

6. Comment on the theme of ‘return to homeland’.

Pays mêlé suivi de Nanna-ya

1. Condé explores this theme in her melodramatic short story: “Nanna-ya” through the lifestyle of Joyce Campbell, daughter of a “marin jamaïcain qui... s’était fixé en Angleterre à Folkestone, et avait épousé la serveuse d’un troquet...”
2. A trained unemployed secretary, Joyce encounters a client in a pub one day, which sets the stage for her “return” to Jamaica.
3. Two major elements stand out in the theme: the reason for her “return”, / the impact of her “return” to the independent or postcolonial Jamaican society).

**Reasons for her “return to homeland”**

- i. Joyce’s return comes at a pivotal time in her existence when three conjunctive forces interplay: youthful ambition, unemployment and opportunity.
- ii. “Médusée” at first by the condescending tones of the racial insult: “Ça va **Topsy!** Si **tu** n’est pas contente, **retourne chez toi...**”, she quickly reads “home” to mean her dad’s Jamaica – “paradis pour les tourists”.
- iii. This social rejection experienced in the “mother country” ushers in a moment of truth and unveils Joyce’s optimism...: « Elle releva **le défi**».
- iv. Starved of a paternal perspective of Jamaica (« son père (**n’en**) **parlait jamais... avec ses enfants.**”), she is hungry for adventure.
- v. Inventive heroine, she prepares for her Jamaican voyage by borrowing “100 livres à son frère aîné”.



### **Impact of her “return” to the independent or postcolonial Jamaican society.**

#### **Impact on her**

- i. Bored at first by the lack of modernity in the Georgian styled Port Antonio, the narrator accumulates the deficiencies Joyce sees: “**Pas de** pub...”; “**Pas de** discothèques... où écouter des airs des Beatles. **Un seul** cinéma ...”
- ii. She discovers that, unlike England, her colour had value and gave prestige and socio economic status in the tourist frequented Port Antonio. The extrinsic narrator notes:
 

La couleur de sa peau qui, paradoxalement, l’avait fait fuir Angleterre la placée d’emblée dans une classe supérieure [...] ses fonctions de bibliothécaire... lui donnait prestige d’intellectuelle... presque une notable.
- iii. She becomes more cunning in her ambition to succeed in her “Jamaican homeland”. Life is reduced to a game of chess and the narrator notes:
 

“Oui, si elle savait placer ses pions, le monde, ce monde lui appartiendrait. Un peu d’intelligence, un peu de dynamisme, beaucoup d’ambition, et le tour était joué. Cette société attendait celle qui saurait la conquérir... »
- iv. She becomes heartless in her exploitation of George Jr.: she steals his *Histoire de Tacky*, reworks it and throws him out of the picture all together.
 

“Elle était la laurate du prix Norman Manley... »

#### **Impact on others**

- i. As “bibliothécaire en chef” in Port Antio, she succeeds through personal effort in increasing the number of members users of the library among youths:
 

“Elle se passionna pour sa tâche. Elle comprit très vite qu’il fallait miser sur les enfants... Aussi alla voir les Sœurs, les directeurs, les directrices d’Institutions laïques et, en moins d’un an, elle tripla le chiffre des lecteurs de moins de quinze ans. »
- ii. Her job as “bibliothécaire en chef” allows her to meet and enter into an adulterous relationship with the wealthy, “mal dans sa peau” George Jr., who was conducting a 20 year long research to write

*L'histoire de Tacky*. She reworks his story, makes it hers and gain renown for herself and he town, by winning the Norman Manly Award.

- iii. Joyce's wit, beauty, liberal sexuality, eloquence... allow her to spin men around her fingers:  
 Regarding Richard Scott: "Or voila qu'il se laissait entrainer dans une aventurer qu'il ne souhaitait pas vraiment... »  
 Regarding George Jr. : « Un soir, elle l'entraîna au Bangarang... C'était une caverne brûlante où... des hommes et des femmes glorifiaient le sexe comme on ne doit glorifier que Dieu. »

### Conclusion

1. Joyce's "return to homeland", really her father's homeland and therefore hers, in the racist British eyes, starts off as a flight from British rejection shown to second generation Jamaican or West Indian immigrants.
2. However, she discovers other socio-economic New World truths just on the opposite side of the Atlantic: ambition, sex, craftiness, passion, eloquence, opportunism and complicity are crucial ingredients to "conquer" in the "liberal" postcolonial independent Jamaican society.
3. Joyce, George Jr.'s *nana*, steals the rank of heroine in *Nanna-Ya*, relegating him, the original author of *Histoire de Tacky*, to the painful rank of anti-hero.
4. Returning home gives her, a second generation *émigré*, a new life with Kingston on the horizon and Richard Scott (new victim?) under her charm.

**Total 32 marks**

6. Comment on the theme of ‘return to homeland’.

Pays sans chapeau

Laferrière explores this theme in his novel through the first person voice and “oral-written” account of the intrinsic narrator. This modern autobiographic work has the desired value of an eye witness’ account penned in a “primitive” journalistic style, (tone and mood).

**Driving factors of his return**

From the incipit, Dany notes that it’s an old dream to return to Haiti, after twenty years of political exile in Montréal, to:

1. Speak about Haiti in Haiti (“Je n’écrit pas, je parle”), which is itself an attempt at some magical verbal illusion.

Il y a longtemps que j’attends ce moment: pouvoir me mettre a ma table de travail (une petite table bancale sous un manguier, au fond de la cour) pour parler d’Haiti tranquillement, longuement.

2. Feel the country: its sounds, its silence  
Je ressens ce pays physiquement. Jusqu’au talon. Je reconnais, ici, chaque son, chaque cri, chaque rire, chaque silence.
3. Feel at home, even though cornered between the Caribbean sea and the ancestral enemy: the Dominican Republic:  
**Je suis chez moi**, pas trop loin de l’équateur... **Je suis chez moi** dans cette musique de mouches vertes travaillant au corps ce chien mort, juste à quelques mètres du manguier...  
**Je suis chez moi avec cette racaille** qui s’entredévore comme des chiens enragés.  
The leitmotiv « **Je suis chez moi** » becomes obsessive music (incantation) in the reader’s consciousness.
4. Be a true witness of Haiti’s realities  
J’écrit tout ce que je vois, tout ce que j’entends, tout ce que je sens  
The alliteration (‘t’) miming the noise of his old work mate, the Remington, joining the cacophony of his homeland.
5. Feel and hear his mother tongue

- « Je suis chez moi, c'est-à-dire dans ma langue. »  
 « On n'est chez soi que dans sa langue maternelle et dans son accent... »

### Impacting Discoveries

The narrator-reporter-journalist's return impacts him in many ways:

#### 1. Self discoveries:

- « Un vrai sismographe. »
- « Je m'active comme un fou alors que, autour de moi, tout va si lentement. »
- « Je ne veut pas de thé calmant. Je veux perdre la tête. »
- « J'écris: enfants, ballon, voitures. On dirait un peintre primitif. Voilà c'est ça, J'ai trouvé. Je suis un écrivain primitif. »
- His struggle with truthful or convincing reporting of certain religious information, e.g. his acceptance of the pact with the voodoo god Damballah to “Fabriquer une nouvelle image aux dieux du vaudou...” contradicting his declared role to tell the truth (“Je vais dire la vérité...”); the falsification of the biblical literary account of Lazarus' return from the world of the dead; his choice of the example of Lazarus' return from the dead over the literary more interesting biblical account of Christ's return from the world of the dead
- His preference for the voodoo Pantheon and its world over those of the Almighty God of Israel that he esteems more interesting

**Or**

2. A binary Haiti oscillating between “Pays reel” and “Pays rêvé”, establishing a binary rhythm and structure to the work, with a strong voodoo-Catholic back drop

**Or**

1. After 20 years of exile, things have not changed much in his homeland (“...tout va si lentement. », etc.

**Or**

2. The rumour of a zombie army in the north of the country that would strengthen his interest and research in the “pays rêvé”.

**Or**

3. « Pays sans chapeau » is a mirror of the Haitian world: “Ce que je viens de voir là-bas, professeur, n'a pas de nom... Je suis tombé sur une stupide histoire chicane de famille... Voilà tout »

**Or**

4. There is finally a neutralisation or syncretism of the two worlds: “Pays reel” and “Pays rêvé”.

“Ce n'était pas Lucrèce mais Legba. Legba, celui qui ouvre le chemin. C'est le premier dieu qu'on rencontre quand on pénètre dans l'autre monde »

« – Bonne besogne ! me dit le professeur (J.-B. Romain) en se levant.

Juste au moment où il franchi la barrière, je l'ai reconnu à la démarche plus ondulante puisque Damballah le magnifique est toujours représenté par une couleuvre dans l'imaginaire vaudouesque. »

**Or**

5. Voodoo god (Damballah, the serpent) challenges the importance given to Christ as opposed to Ogou

“En quoi l’histoire de Jésus mérite-t-elle plus d’attention que celle d’Ogou ?

**Or**

6. Voodoo gods want to regain their lost place in the Haitian pantheon and make a pact with him as their prophet:

Professeur J.-B Romain/Damballah : “Eh bien, notre réputation est au plus bas. Et nous demandons à tous les fils d’Haïti de faire un effort supplémentaire pour remettre à l’honneur nos racines et nos dieux... »

Dany/ Narrateur : « Vous me demandez beaucoup... Fabriquez une nouvelle image aux dieux du vaudou... » « Alors, je vais me mettre au travail. »

### **Conclusion**

1. The narrator’s return to Haiti, although greatly desired after twenty years of exile, turns out to be a mixed experience for him.
2. Yet, it’s the fulfilment of a dream to write about Haiti in Haiti rather than Haiti from abroad as some of his predecessors have done.
3. He unveils his difficulty, perhaps despite himself, with representing “truths” in *Pays sans chapeau* as the different creative masks intermingle or are successively replaced (the author, the poet, the reporter, the narrator, the prophet/false prophet...)
4. In the end the “un écrivain primitif” of “myths” triumphs over the reporter of “facts” in the creation of a literary work of art.

**Total 32 marks**

7. “Full of schemes and the unexpected”. Discuss this view of political life in the text that you have studied.

### Une saison au Congo

Within the work, the struggle by the Congo for independence from Belgian colonial rule did not happen easily. Opinions differ about self-determination for Congo resulting in a variety of plans of the parties involved who seek their own interests.

Lumumba as first Prime Minister encounters several schemes which are geared at destabilizing the country. Some schemes/plots are against Lumumba himself.

- There are schemes by the Belgians to undermine the efforts at independence.
- Tzumbi and M’siri are involved in several schemes.
- Schemes exist by Kala and Mokutu to get rid of Lumumba as Prime Minister.
- Cordelier from the U.N has several plans which work against Lumumba and Congo.

The unexpected

- Katanga secession and declaration of independence are unexpected events.
- M’siri and Tzumbi prevent the Prime Minister Lumumba from landing in Elisabethville. This turn of events is quite unexpected for Lumumba.
- Lumumba is betrayed by his friends. This was certainly unexpected by Lumumba.
- Lumumba is assassinated.

It can be concluded that political life is indeed full of schemes and unexpected events.

**Total 32 marks**

7. “Full of schemes and the unexpected”. Discuss this view of political life in the text that you have studied.

### Les mains sales

The play is set in wartime with two underground resistance movements so schemes/plots can be expected in such a situation.

- There is a plan formed by Louis and Olga to kill Hoederer, with whose decisions they do not agree.
- There is an attempt kill Hoederer even though Hugo has been given the assignment of assassinating Hoederer.
- Plans are made to remove Raskolnikoff. An attempt is made to kill Hugo while he is in prison.
- Hugo did not expect the attempt to kill Hoederer when he was in the room. He was unaware of the other plans.

The unexpected.

- Louis’ and Olga’s change of position about Hoederer’s stand for the party.
- Hugo who was so eager to prove himself is now taking no pride in the killing of Hoederer.
- Hugo does not accept efforts to salvage his relationship with the party.
- Hugo wishes to give Hoederer a death he deserves - death for the ideas he held.

There were several schemes and there were also unexpected actions by individuals and unexpected outcomes in some situations.

**Total 32 marks**

8. "Some leaders do not have the qualities necessary for their position." Comment on this point of view with reference to the text you have studied.

Une saison au Congo

The post of leader is one which carries many responsibilities and certain qualities in the individual will.

Lumumba

- Lumumba is the president of the M.N.C. who becomes the first Prime Minister of Congo.
- Lumumba is an eloquent speaker. He can negotiate well and rally his country-men.
- Decisiveness characterizes Lumumba. He does not hesitate to act in any situation.
- His zeal/tirelessness is seen as he works to thwart plans to destabilize the country.
- Lumumba is unyielding in his commitment to the Congo.
- Lumumba was loyal to his country and to his friends.

Kala- President of Congo

- He is selfish. He thought about how he was viewed.
- Kala is deceitful. He enters into a plot to remove Lumumba.
- Kala relishes power. He has authority as President.

Mokutu - Head of the Army.

- Mokutu is treacherous.
- Mokutu is strong willed. He is not dissuaded from his actions.
- Mokutu relishes the power he has with the army at his command.

Lumumba was dedicated to the country, a quality relevant in the political situation. Kala and Mokutu are corrupt.

**Total 32 marks**



8. “Some leaders do not have the qualities necessary for their position.” Comment on this point of view with reference to the text you have studied.

Les mains sales

Leaders have an important role as their actions affect the lives of people associated with them and the qualities they possess affect how effective they are in carrying out their responsibilities.

Hoederer

- Hoederer cares about others. His policies are geared towards helping people.
- As the leader, Hoederer exercised his authority well.
- Hoederer respected people. He did not want to humiliate Hugo.
- Hoederer was selfless/generous. When dying he still sought to protect Hugo and party unity.
- Hoederer is practical/pragmatic. He admits that his hands are dirty and that assassinations are sometimes expedient.

Louis

- He is domineering/dictatorial.
- He lacks ideas. He has no alternative policy to Hoederer's.

Hoederer was authentic and demonstrated qualities which recommended him for the position he held.

Louis was less dynamic.

**Total 32 marks**

**SECTION B**

<b>Knowledge and Understanding</b> (To be marked out of 16)	<b>Application of Knowledge</b> (To be marked out of 9)	<b>Organization of Information</b> (To be marked out of 7)
<p><b>14-16</b>                      <b>Excellent</b></p> <p>Candidate shows an excellent knowledge and understanding of the text and an excellent informed personal response to the themes of the text.</p>	<p><b>8-9</b>                      <b>Excellent</b></p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question and analyses, synthesizes, and evaluates relevant issues in a highly effective manner, using accurate citations in French.</p>	<p><b>7</b>                      <b>Excellent</b></p> <p>Candidate organizes information meaningfully and communicates ideas in an excellent and effective manner.</p>
<p><b>11-13</b>                      <b>Very Good</b></p> <p>Candidate shows a very good knowledge and understanding of the text and a very good informed personal response to the themes of the text.</p>	<p><b>7</b>                      <b>Very Good</b></p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes and evaluates relevant issues in a very effective manner using accurate citations in French.</p>	<p><b>6</b>                      <b>Very Good</b></p> <p>Candidate organizes information meaningfully and communicates ideas in a very good and effective manner.</p>
<p><b>9-10</b>                      <b>Good</b></p> <p>Candidate shows a good knowledge and understanding of the text and a good informed personal response to the themes of the text.</p>	<p><b>6</b>                      <b>Good</b></p> <p>Candidate applies knowledge of the set text relevantly and accurately to the question, and analyses, synthesizes and evaluates relevant issues in an effective manner. Less use of citations.</p>	<p><b>5</b>                      <b>Good</b></p> <p>Candidate organizes information meaningfully and communicates ideas in a good and effective manner.</p>

<p><b>7-8</b>                                <b>Satisfactory</b></p> <p>Candidate shows a satisfactory knowledge and understanding of the text and an informed personal response to the themes of the text.</p>	<p><b>5</b>                                        <b>Satisfactory</b></p> <p>Candidate applies knowledge of the set text with some relevance and accuracy to the question, and analyses, synthesizes and evaluates relevant issues in a satisfactory manner. Some citations used but are not all accurate.</p>	<p><b>4</b>                                        <b>Satisfactory</b></p> <p>Candidate organizes information in an acceptable manner and communicates ideas satisfactorily.</p>
<p><b>4-6</b>                                <b>Minimal</b></p> <p>Candidate shows barely acceptable knowledge and understanding of the text and a partial informed personal response to the themes of the text.</p>	<p><b>4</b>                                        <b>Minimal</b></p> <p>Candidate applies knowledge of the set text with minimal relevance and accuracy to the question, and analyses, synthesizes and evaluates relevant issues in a barely adequate manner. Citations are not all adequately used.</p>	<p><b>3</b>                                        <b>Minimal</b></p> <p>Candidate organizes information in a less than acceptable manner and communicates ideas in a barely adequate manner.</p>
<p><b>2-3</b>                                <b>Poor</b></p> <p>Candidate shows limited knowledge and understanding of the text and an uninformed personal response to the themes of the text.</p>	<p><b>3</b>                                        <b>Poor</b></p> <p>Candidate applies knowledge of the set text with little relevance and accuracy to the question, and analyses, synthesizes and evaluates relevant issues in a basically weak manner . Few citations in French are used.</p>	<p><b>2</b>                                        <b>Poor</b></p> <p>Candidate shows basic weakness in organizing and communicating information.</p>
<p><b>0 -1</b>                                <b>Ungradable</b></p> <p>Candidate shows very limited knowledge and understanding of the text and an inability to respond to the themes of the text.</p>	<p><b>0-2</b>                                        <b>Ungradable</b></p> <p>Candidate shows little or no knowledge of the set text, or little or no skill in analyzing, synthesizing and evaluating information necessary to handling the question. No citations in French are used.</p>	<p><b>0-1</b>                                        <b>Ungradable</b></p> <p>Candidate shows little or no skill in organizing and communicating information.</p>