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FRENCH

Paper 0520/12
Listening (Multiple Choice)

Question Number	*Key*	*Question Number*	*Key*
1	**C**	21	**B**
2	**A**	22	**C**
3	**C**	23	**B**
4	**D**	24	**A**
5	**A**	25	**B**
6	**B**	26	**B**
7	**D**	27	**A**
8	**B**	28	**B**
9	**A**	29	**A**
10	**C**	30	**C**
11	**D**	31	**C**
12	**C**	32	**B**
13	**B**	33	**C**
14	**A**	34	**A**
15	**C**	35	**B / C**
16	**E**	36	**B / E**
17	**F**	37	**C / D**
18	**A**		
19	**D**		
20	**A**		

General comments

March 2021 was the first time the Listening test was multiple-choice. The candidature overall performed in a satisfactory way and most candidates attempted all questions.

The French extracts heard by candidates gradually increased in terms of length and density and featured monologues, conversations and interviews. The emphasis of the questions moved from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to understand specific information, as well as opinions and explanations, in longer extracts.

Comments on specific questions

Questions 1–8

Overall, candidates performed very well in this exercise. The extracts were straightforward and short. For **Question 6**, some candidates did not know *pleuvoir* and answered **C** (*vent*). For **Question 7**, some candidates did not know *casquettes* and answered **A** (*manteaux*). For **Question 8**, some candidates did not know *équitation* and answered **C** (*canoë*).

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Questions 9–14

Candidates heard a longer extract which featured tourist information about Bonchamps, a town in France. Overall, candidates performed well in this exercise. For **Question 9**, some candidates did not recognise *jeudi* and answered **D** (*dimanche*). There was no clear pattern of incorrect answers for the other questions.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about family. Many candidates performed well in this exercise. For **Question 15**, the most frequent incorrect answers were **A** and **E**. For **Question 16**, some candidates answered **A** or **C** instead of **E**. For **Question 18**, some candidates answered **B** or **C** instead of **A**. **Questions 17** and **19** were answered well by candidates.

Questions 20–28

In this exercise, candidates heard an interview in two parts with Élodie who travelled to Morocco. The exercise represented a step up in the incline of difficulty of the test.

For **Question 20**, only about half the candidates chose the correct option **A**. Many candidates heard *vacances* and chose distractor **C**. Many candidates answered **Question 21** correctly with no pattern of incorrect answers. For **Question 22**, many candidates chose the correct option **C**. Those who answered incorrectly heard *grands-parents* and chose distractor **A**. **Question 23** was answered correctly by most candidates with no clear pattern of incorrect answers. **Question 24** was the most successfully answered question in this exercise. Candidates who incorrectly answered usually chose **C**.

Question 25 was the most challenging in this exercise and only under half the candidates chose the correct option **B**. Many candidates heard *camarades de classe* and chose distractor **A**. **Question 26** was answered correctly by most candidates with no clear pattern of incorrect answers. **Question 27** was also demanding with under half the candidates correctly choosing option **A**. Candidates heard Élodie say that she likes *la cuisine* and chose distractor **C** (*la nourriture*), missing the rest of Élodie's speech: *et **surtout** la beauté du pays*. Most candidates chose the correct option **B** in **Question 28**. Those who incorrectly answered this question heard *la France* and chose distractor **A**.

Questions 29–34

Candidates heard an interview with Antoine, a primary school teacher. This was an appropriately demanding exercise at this stage of the paper.

Under half the candidates chose the correct option **A** for **Question 29**. Many heard *enthousiasme* and chose distractor **B**. **Question 30** was the most challenging in this exercise with only a quarter of the candidates choosing the correct option **C**. There was no pattern of incorrect answers. **Question 31** was attempted well with no pattern of incorrect answers. Just over half the candidates chose the correct option **B** in **Question 32**, with distractor **D** often being chosen. **Question 33** was attempted well, with no pattern of incorrect answers, and **Question 34** was the most successfully answered in this exercise. Those who answered incorrectly usually chose distractor **D**.

Questions 35–37

Candidates heard an interview with Malika, who travelled the world. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five. This was an appropriately demanding and challenging exercise at this stage of the paper.

For **Question 35**, over half the candidates correctly chose option **B** and only a few correctly chose option **C**. Most candidates chose distractor **D**. Candidates needed to listen carefully to Malika when she said her friend asked to travel with her, not the other way round as suggested by the distractor statement. Under half the candidates correctly chose options **B** and **E** for **Question 36**. Many chose distractors **A** and **D**. **Question 37** was demanding with successful candidates choosing options **C** and **D**. Many candidates chose distractors **A** and **E**.

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FRENCH

Paper 0520/22
Reading

Key messages

To maximise their chances of success on this paper, candidates should:
- ensure that they answer the question asked and avoid giving additional information that is not required
- bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct
- remember that the questions follow the order of the text.

General comments

Candidates appeared to have sufficient time to complete the paper, and almost all candidates were appropriately entered for the examination. Where candidates change their mind about an answer, it is important that they make it clear which answer is to be regarded as final. In **Question 3**, if a tick is erased, it must be fully erased.

Comments on specific questions

Question 1

Candidates performed very well on this question. Those who incorrectly answered **1(d)** (*biologie*) usually chose **A** (*chimie*).

Question 2

Scores for this question were generally high and full marks were common. Some candidates did not appear to recognise *viande* in **2(a)** and *garer ma voiture* in **2(d)**.

Question 3

Most candidates found this question to be accessible. In **3(c)**, a few candidates did not link *achats* in the question with *acheter* in the text. Some candidates were unable to identify when Marco worked in the shop for **3(d)** or his mode of transport for **3(f)**, maybe not knowing that *vélo* and *bicyclette* are synonyms.

Question 4

For this exercise, candidates were required to read a more extended text about Louise who went on a school trip to England. Some candidates thought Louise was a boy and answered questions with *il* or *Louis* throughout the exercise. Candidates are not expected to recognise names so this was not an issue unless it was unclear who was being referred to in the answers.

The text was written in the first person, and the questions used the third person. Overall, candidates performed well on this exercise. Most questions could be answered by lifting a small number of words from the text, but the answers to questions **4(c)**, **4(d)** and **4(j)** also required a minor manipulation to gain the mark. If candidates choose to lift more than is required to answer questions, they must make any manipulation needed in the extra material, for example replacing *je* with *elle*. Candidates are advised to answer with the minimum number of words. Candidates only need to locate the answer in this exercise, so some extra words will usually be tolerated unless they invalidate the answer.

In **4(h)**, some candidates misspelt the word *veille* and wrote *vieille* or *vielle*. Both these words have a different meaning in French and therefore the mark could not be awarded. In **4(i)**, the inclusion of irrelevant

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material, such as Louise's friends' opinions, prevented some candidates from gaining the mark, as it was not clear whether they had understood the question. In **4(j)**, some candidates selected the wrong part of the text to answer the question.

Question 5

This was a new question type in which candidates had to match a series of descriptions with statements from people looking for activities for their children. Candidates had five people and eight descriptions to choose from. Candidates had to process a variety of information and match several requirements whilst eliminating responses that did not fit. Candidates with a wide range of vocabulary and knowledge of synonyms performed well on this section.

Each person's statement gave quite specific requirements for the sort of activity that they were looking for, and these details excluded all answers except the correct one. The details included the age of the children, their interests (e.g. team sport, performing arts) and any additional aspects such as disabled access or transport requirements. Candidates need to ensure they consider all the information given as this is not a gist comprehension question.

Question 6

This final exercise is intended to be the most challenging part of the paper. About half the questions can be answered with a careful lift from the text, the others need a small manipulation of the text. Very few candidates achieved full marks, and the questions seem to have discriminated appropriately.

Although verbs do not necessarily have to be correct to score a mark, the tense usually must be appropriate to the question. Some candidates chose to paraphrase the text rather than lift words from the text. There is no need to do this, and although some candidates did this well, others used inappropriate synonyms when paraphrasing and could not gain the mark.

Question 6(a) was the most successfully answered in this exercise. The answer to **6(b)** required a manipulation from *ayant un budget limité* to *il avait un budget limité* and not many candidates realised that. Candidates who manipulated the text often used a present tense and could not gain the mark. For **6(c)**, some candidates selected the wrong part of the text to answer the question. The second part of **6(d)** was one of the most demanding questions, with many candidates writing *se* instead of *lui* for the manipulation. This changed the meaning and could not be credited. The answer to **6(e)** needed a precise lift from the text and candidates who kept *donc* in their answer could not gain the mark. For **6(f)** and **6(g)**, some candidates selected the wrong part of the text to answer these questions. For **6(h)**, some candidates wrote too much and invalidated their answer, others gave irrelevant answers. For **6(i)**, many candidates did not understand *étant donné* in the text and either included it in their answer or wrote an answer based around the idea of Yann giving something.

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FRENCH

Paper 0520/03
Speaking

Key messages

- Centres had generally prepared candidates well for the new speaking test.
- Role plays were conducted well by examiners.
- In the topics section, some centres need to make greater use of extension questions to elicit fuller answers from candidates. Sometimes, the topic conversations were very short.
- Most examiners understood the need to adhere **precisely** to the script in the Instructions for Teachers/Examiners and not to rephrase any questions.
- Most examiners also understood the need to ask **no more than two further questions** of their own if timings were short on topic conversations.
- Centres are reminded to use the alternative questions provided in the topic conversations if a candidate does not understand the first version (and repetition) of the question.
- The randomisation grid in the Instructions for Teachers/Examiners was usually followed correctly.
- Clerical work was usually very good in centres.
- The quality of recordings was usually very good.
- Centres are reminded to include candidates at the very top and the very bottom of the mark range in the sample.

General comments

The format of the test was new this year. The Speaking test is intended to be a test of spontaneous communicative ability. A wide range of performance was evident across the candidature and examples of performance at all levels of ability were heard.

Centres had usually prepared candidates well for the format of this new test and examiners were mostly aware of how to conduct the test efficiently and correctly. Examiners greeted candidates using the prompts provided and nearly all examiners read the scenario for the role plays as instructed in French. Nearly all centres followed the instructions concerning the randomisation grid and understood the need to test candidates according to the prescribed order of the cards and conversation topics.

Role plays were generally conducted well. Centres are reminded that questions can be repeated (but not rephrased) once. It is useful to note that the role plays are not timed.

For the **topic conversations**, timings were not always appropriate. These were often too short and, in a few cases, too long. Some examiners needed to ask more **extension questions** (e.g. *Peux-tu me donner plus de details à ce sujet ?* or *Peux-tu me dire autre chose à ce sujet ?*) to give candidates the opportunity to develop their answers and go beyond brief or incomplete answers which do not communicate fully. Candidates need to understand the wordings of these extension questions so that they know when they need to give more detail. When wording extension questions, examiners can only use vocabulary provided in the printed question or vocabulary already used by the candidate. Examiners must not feed new vocabulary or ideas to the candidate.

If a candidate does not understand **Questions 3**, **4** or **5** in the topic conversations (and a repetition of these questions), examiners must ask the **alternative question**. These alternative questions give candidates another opportunity to understand the task.

When there was a PAUSE between two questions in the script, most examiners gave candidates the time to answer the first question before asking the second one.

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Centres are reminded that if a topic conversation lasts 3½ minutes or less, even after asking extension questions, the examiner must ask **up to two further** questions of his/her choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes. If the topic conversation still lasts 3½ minutes or less, the examiner must stop the conversation.

Examiners are reminded to introduce the topic area at the start of each topic conversation. This must be done in French.

Clerical checks and sample size

As last year, in most centres, the clerical work had usually been completed very efficiently and centres are thanked for this. It is essential that all clerical work is checked very carefully to ensure that candidates receive the correct mark. Centres generally understood the requirements of the sample size and samples were nearly always correct. In the very few cases when extra or replacement recordings were required, centres were quick to respond. Please always remember to include the work of candidates at the top and bottom of the mark range.

Recording quality

A high proportion of the recordings received were of a very good quality. Centres are thanked for this. Please check all recording equipment prior to the live exams and before despatching the sample. The examiner, and **not** the candidate, must introduce the candidate by name and number. The recording for each candidate must be on a separate file and saved as an .mp3 file. Each recorded file in the sample must be clearly named using the following convention: centre number_candidate number_syllabus number_component number. Recordings should be labelled correctly with the candidate name and number on the box for the CD.

Application of the mark scheme

In the role plays, marks can only be awarded for the **set tasks**. To score 2 marks, an answer may be brief but the language should be appropriate to the task, in an appropriate time frame, substantially accurate and not be ambiguous in terms of the message being communicated. If the meaning of the required message is made ambiguous through poor pronunciation of a key word, an incorrect time frame or an inappropriate form of a verb (if used), then a mark of 1 should be awarded. There were cases of 2 marks being awarded for answers which did not address the set tasks. In such cases, a mark of 0 was appropriate.

In the topic conversations, most centres awarded the marks for **Communication** consistently but a little generously. It was necessary to think carefully about how well the answers gave the **required information** and how consistently this could be done across the two topics. Performances where answers convey most of the required information but are brief, sometimes irrelevant and with little development, would fall into the Satisfactory category. To score high marks for Communication, candidates need to be able to offer **consistently** relevant information and to show that they can develop their ideas and opinions, adding relevant detail where necessary. The ability to justify and explain is also a feature of performance of the Very Good mark band. It should be noted that if conversations are short, candidates can be disadvantaged as they may not have the opportunity to develop their material.

In most centres, marks for **Quality of Language** also tended to be a little generous. The key descriptors considered here are the ability to use a range of structures as listed in the syllabus, and the ability to use a range of appropriate vocabulary. Pronunciation is also a key descriptor. To score high marks for Quality of Language, candidates need to show control of a **wide range** of accurately used language and structures and pronounce well. The ability to use appropriate time frames and correctly conjugated verbs is assessed here as part of the range of structures.

Comments on specific questions

Role plays

Examiners generally read the scenario as instructed. The nine role plays were accessible to candidates and set at an equal level of difficulty. They were all set in situations in which candidates could find themselves with a speaker of French and were transactional in nature. Contexts such as arranging outings with friends, finding out or giving details about a job, or obtaining goods featured on the cards. Most candidates approached the role plays well with many scoring good marks. The weakest candidates also showed that they could score marks for partial communication on some tasks.

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The first two tasks on each card were of a very factual nature and gave candidates the opportunity to answer briefly. They did not require longer and more developed answers. Candidates mostly answered these two opening questions well. It was essential for candidates to be familiar with questioning formulations such as *Combien ? Quand ? Où ? Quel ? Comment ?* Weaker candidates did not understand these and consequently gave irrelevant information which did not answer the set task. The last three tasks gave candidates more opportunity to develop responses. The vocabulary used in these questions was straightforward and usually notions of time and place were quite well understood.

On **Card 1**, most were able to gain the marks. In **Question 1**, answers such as *dans une heure* were equally acceptable to those stating a specific time. A few did not give a specific day when asked for one on **Card 2** and **Card 8**. On **Card 3**, **Question 2**, the best answers showed comprehension of the word *exactement* in the question and, in such cases, candidates giving a specific place in town such as the shops or the cinema gained the 2 marks. On **Card 4**, **Question 2**, most candidates realised the relevance of *comment* in the question and were able to give an appropriate form of transport, but weaker candidates tried instead to give a time. On **Card 6**, **Question 1**, some confused *5 ans* with *15 ans.* On **Card 7**, weaker candidates sometimes confused the number of hours they worked with the time they started work.

On each card, the last three tasks were more challenging and gave candidates the opportunity to show that they could use past and future time frames correctly and develop their answers with opinions and simple explanations. A useful technique for candidates to adopt in the 10-minute preparation time is to think about useful vocabulary and structures which could occur in their given role play scenario. Many candidates understood the key question *Pourquoi ?* and were usually able to give simple relevant reasons and opinions. In each role play, weaker candidates experienced some difficulty in answering in the time frame of the question and this made their responses ambiguous. The best responses heard were ones in which the time frame matched the time frame of the question as this meant the message was relevant and communicated unambiguously. Candidates also need to be aware that sometimes the form of register heard in questions is different according to the nature of the interaction and whether it is informal with a friend, or formal with a stranger, when purchasing goods or obtaining services. On cards using a more formal *vous* form of address, candidates heard conjugations of verbs which they sometimes repeated inappropriately and did not conjugate the verb correctly in their answer, e.g. *préférez-vous* was heard in **Question 4** on **Card 3** and was sometimes answered as *je préférez/préférais* which led to some ambiguity of time frame and prevented a mark of 2 from being scored.

Topic conversations

Examiners are reminded to introduce the topic area just before the start of each conversation. The first three topics were based on one of the sub-topics of Areas A and B as listed in the syllabus. The last four topics were taken from one of the sub-topics in Areas C, D or E of the syllabus. All of these sub-topics were familiar to candidates and a full range of performance was seen with each conversation having its easier and more challenging questions. As in the role plays, the first two questions on each conversation were closed and straightforward in nature and were set at an easier level to start off the conversation. They could be answered briefly and with factual language. The time frame used in the first two questions was the present. The final three questions on each card were more open and required candidates to communicate relevantly in past and future time frames. Each topic conversation also gave candidates the opportunity to express opinions and develop where possible their reasons for their opinions.

Topic 1, ***la santé***, was a very familiar topic for candidates. Questions were approached well but quite a few candidates, on **Question 2**, answered with irrelevant information about what they ate rather than with whom and ignored the *avec qui* heard in the question. Many opinions were well expressed about being a vegetarian on **Question 3**. Other questions were usually answered quite well but weaker candidates did not understand the verb *essayer* on the last question and use of the alternative question was needed. A future time frame was necessary, but some candidates answered with what they liked doing normally which did not match the set task.

Topic 2, ***à la maison***, was also very accessible. Candidates made a confident start but, on **Question 2**, many answered with irrelevant material as they did not understand the interrogative adverb *où*. Weaker responses featured a list of what was eaten rather than where. A few candidates were unfamiliar with the word *pièce* in **Question 3** and the word *genre* in **Question 4**. The alternative questions were found useful by examiners and, consequently, candidates went on to give full descriptions of their ideal house. On **Question 5**, *tâches ménagères* was well known by about half the candidates. Some were unfamiliar with this vocabulary item and needed the alternative question.

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Topic 3, ***les loisirs***, was also usually approached quite well by candidates who again made a confident start. On **Question 2**, weaker candidates did not understand *où* in the question and consequently gave irrelevant responses. When a candidate clearly has not understood a question, it is acceptable for the examiner to repeat the question once. Weaker candidates sometimes answered **Question 3** in the present tense rather than a past tense and did not hear the helpful cue *récemment* in the question. Other tasks were well attempted with most being able to give and develop opinions about how they spent free time and how they would like to spend their holiday leisure time with friends.

Topic 4, ***les pays et les langues***, was accessible by candidates. The first two questions were answered well but, on **Question 3**, some missed the *quelle(s) région(s)* in the question and gave irrelevant information about another country. Weaker candidates sometimes conjugated past time frames incorrectly on this question. On **Question 4**, the stronger candidates were able to list reasons and give explanations about why they would or would not like to live in a francophone country. **Question 5** was well done with many talking about the richness of their cultural heritage, scenery and cuisine and the importance of being close to family. Some candidates commonly cited the heat/weather and the pollution in some cities as disadvantages.

Topic 5, ***le monde naturel et l'environnement***, was also well attempted by many candidates. **Question 1** was mostly well answered but some were uncertain as to whether they were being asked about weather or time. **Question 2** was better done by most and **Question 3** was well understood and answered with even the weakest candidates understanding the familiar options offered of *ville* and *village* and making their preference clear. Some were unsure about the verb *recycler* on **Question 4**, but efficient use of the alternative question enabled most candidates to attempt this question. The word *bouteille* was often mispronounced, which sometimes prevented clear communication. Some good answers were heard about the problem of pollution on **Question 5**, with many quoting problems relating to traffic and waste. Candidates needed to pronounce carefully to ensure the listener could understand words such as *déchets* and *problèmes respiratoires.*

Topic 6, ***l'éducation***, was also approached well by most but, on **Question 1**, some confused *combien d'heures* with the time that lessons started. On **Question 2**, some weaker candidates just heard *la pause-déjeuner* and tried to list what they ate or what they did. Most tried to give an account of a past school trip for **Question 3** and many described going to a theme park or on a school trip to another country or region. On **Question 4**, some confused *matières* with *métier* and gave details about the work they would do which was irrelevant to the task. **Question 5** was well understood, and most could give good reasons for their opinion.

Topic 7, ***les fêtes***, was clearly a topic which had been prepared well by candidates. A good start was made with most giving the date of their birthday and describing what they typically wore for a *fête.* As on other topics, weaker candidates found it hard to conjugate verbs in the perfect tense but some good answers were heard. On **Question 4**, any kind of national or religious festival could be described and there were well-developed answers describing festivals such as Diwali and Holi and also Republic Day. Some needed the alternative question to answer **Question 5**.

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FRENCH

Paper 0520/42
Writing

Key messages

Candidates are advised to:

- use words when completing the form in **Question 1**
- respond to all parts of **Question 2**
- use linking words in **Question 2**, for example when giving opinions/explanations
- choose the option in **Question 3** which allows them to show what they know
- expand on the basic details of their responses to **Question 3**
- plan and organise answers into a coherent piece of writing, using extended sentences where possible
- edit and review work carefully to avoid removing important information: the word count is for guidance and is not mandatory
- present all work legibly and not to write in ink over a draft in pencil.

General comments

Many candidates presented their answers in a coherent way. In the responses to both **Question 2** and **Question 3**, candidates organised their ideas, linking them appropriately with conjunctions (e.g. *donc*, *ensuite*, *et*, *mais*, *ou*), subordinate clauses (e.g. *comme*, *où*, *quand*, *que*, *si*) and adverbial phrases (e.g. *d'habitude*, *le soir*, *pendant la semaine*, *plus tard*). The mark scheme seeks to reward well organised pieces of writing. Some candidates responded to each of the tasks in the questions as if they were discrete items and, in such instances, the writing tended to be disjointed and lacking a coherent thread.

Candidates are strongly reminded to use the vocabulary and structures used in the rubrics and questions carefully. In **Question 2**, some candidates consistently omitted the definite article e.g. *sport est très important pour moi, football est mon sport favori, ping-pong est ennuyeux*. When a question uses the inverted form of the interrogative, candidates must remember to change the word order. Answers such as *pour moi le sport est-il important parce que je veux rester en forme* do not convey the intended idea.

In both **Question 2** and **Question 3**, candidates used the verb *préférer.* They were not always secure in their spelling, sometimes rendering it as *je prefer.* It would be helpful for candidates to be able to distinguish between the verb *préférer* and the adjective *préféré*, both of which feature frequently in questions and answers. In both questions, candidates who wished to express the idea of relaxing were not always successful as they did not use a reflexive verb. The three verbs commonly used to convey this idea are all reflexive: *se détendre, se relaxer, se reposer*.

Candidates should remember to frame their answers in the tense used in each individual task, especially when planning their answer to **Question 3**. It is important also that candidates fully understand what is required by the question. Many candidates answered **Question 3(b)** with details about their own birthday rather than their friend's birthday.

Comments on specific questions

Question 1: Vous avez perdu votre sac.

Candidates must use French words to gain marks.

Task 1 required a month. Many candidates answered *juillet* but some could not spell it correctly. In **Task 2**, *où ?* was often misunderstood and many candidates thought that it meant *who?* Most candidates succeeded

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in providing the colour of the missing bag in **Task 3**, but *rouge* was sometimes rendered as *rough*. Candidates are reminded that one word is sufficient. The **last task** required two items which were in the bag and candidates generally managed this well, but there were instances of misspelling of common words which compromised the meaning, e.g. *botiel* for *bouteille.*

Question 2: Le sport

The topic of **Question 2** was clearly a familiar one and candidates had much to say. The words for some sports are common to many languages but not all, and candidates who used, for example, *le boxing, le skiing,* did not succeed in communicating their thoughts. Other nouns were commonly misspelt, e.g. *équination* (*équitation*), *nation* (*natation*), *partinage* (*patinage*), *table de tennis* (*tennis de table*). Also, *nager* was occasionally used as a noun: *je n'aime pas le nager.* Candidates need to check spelling very carefully.

There are two verbs which are commonly used when referring to sporting activity: *faire* and *jouer.* It would help candidates if they could master when each is used, e.g *faire du sport*, *de l'athlétisme*, *du cyclisme*, *de l'équitation*, *de la natation* and *jouer au badminton*, *au foot*, *au golf*, *au tennis*, *etc. Jouer* is a common verb but some candidates wrote *je jour au foot.* Some candidates used *pratiquer* correctly, e.g. *je pratique le rugby.*

The majority of candidates were able to give some indication of their sporting activities, e.g. *normalement je joue au foot et je fais du vélo, j'aime les sports d'équipe et les sports nautiques surtout le cricket et la natation, je fais du cyclisme chaque matin et soir, maintenant je pratique le cricket.* Rather than identifying individual sports, some candidates chose to give details of when they play, e.g. *je fais du sport le week-end avec ma famille*, which was an equally valid response. Many candidates gave multiple details. A few did not address this part of the question and began their response with their preferences.

Candidates generally gave a range of information about their preferred sports and associated explanations, e.g. *je préfère le foot parce que c'est plus passionnant, je crois que les sports collectifs aident à développer l'esprit d'équipe, je préfère jouer au basket parce que ce sport me donne du plaisir*.

Regarding the sports they did not like, candidates often provided a few relevant details. Some wrote *je n'aime pas jouer au cricket, je déteste jouer au rugby* but some omitted *jouer* and wrote *je n'aime pas au cricket, je déteste au rugby.* There was also some confusion in the use of *il est* and *il y a* when expressing a simple opinion with an adjective and some candidates wrote *il y a intéressant/ennuyeux* instead of *il est intéressant/ennuyeux.* Some stated *je n'aime pas faire les exercices,* a word which has a slightly different meaning to the one intended by the candidates.

The task about the importance of sport was the most challenging part of the question. Many were able to express their thoughts clearly and sometimes in extended detail, e.g. *le sport est vraiment important pour moi parce qu'il m'aide à rester en forme, il réduit le risque de tomber malade, le sport est important pour éviter les maladies graves, le sport m'aide à me relaxer*. Some candidates framed their answer around a particular sporting activity, e.g. *je dois courir tous les matins pour être en forme, alors courir est très important pour moi.* Answers focussed largely on the health benefits but other reasons were offered, e.g. *le sport est important pour moi car je peux passer du temps avec mes amis.* Some candidates did not share the enthusiasm for sport, e.g. *le sport n'est pas important pour moi car j'ai l'intention de devenir professeur de mathématiques*.

The task about a new sport was very accessible for candidates who could make the simple adaptation of the verb form in the question, e.g. *je voudrais faire du judo, je voudrais jouer au badminton.* Some changed the verb and/or used a more complex pattern, e.g. *j'aimerais essayer la planche à voile, je voudrais apprendre à jouer au tennis de table.* Explanations were not required but they were often given, e.g. *je voudrais jouer au hockey parce que c'est le sport national de l'Inde.* Some candidates mentioned a sport which they had already mentioned as part of their regular activities: it is important that candidates check their work carefully to avoid this type of error.

Question 3 (a): Ma nouvelle vie

28% of candidates chose this option.

Some candidates needed to take advantage of the help offered by the rubric. Some confused *vie* and *ville* and others, who had understood *Quand avez-vous déménagé ?* miscopied the verb and wrote *j'ai démangé*, which has a different meaning.

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Task completion

Candidates successfully conveyed the idea of when they moved, using patterns which require a time phrase and a simple adaptation of the verb provided, e.g. *ma famille et moi avons déménagé lundi dernier, le week-end dernier j'ai déménagé.* Some also knew how to use *il y a* correctly in this context, e.g. *nous avons déménagé il y a un mois*. Candidates who wrote *la dernière semaine, le dernier mois* only partially communicated their intended idea as the placing of the adjective before the noun gave a different meaning.

Various reasons for the removal were offered and most of these centred around either the idea of a new job for mother/father or a change of school for the candidate, e.g. *parce que mon père a trouvé un nouvel emploi, car j'ai changé d'école.* Candidates were not always sure about what verb to use, e.g. *mon père a reçu / a gagné un poste.* In this context, the idea is best expressed using *trouver.* Other valid reasons included *ma mère n'aimait pas la maison, la maison était trop petite.*

There was some variety in the comments about the move. Not all candidates were pleased by the change, e.g. *je ne suis pas heureux parce que les gens ici ne sont pas gentils,* however the majority felt positive about it. Candidates used some complex structures and often gave more than one explanation, e.g. *je suis content: ce qui me plaît c'est qu'il y a plus de possibilités d'obtenir un bon emploi, ma nouvelle ville est plus agréable que mon ancienne ville, ma nouvelle école est meilleure.*

When describing their new district, candidates often gave more than one detail, e.g. *mon nouveau quartier est très propre, c'est très calme, mon nouveau quartier est très développé, il y a beaucoup de grands bâtiments et des entreprises d'informatique, les gens dans mon nouveau quartier sont gentils.* Some candidates offered extensive information about their new home. Such details were considered relevant to the context of a question about moving from one place to another. However, it was clear from some answers that this was not intended as additional information but represented a misunderstanding of *quartier.*

Most candidates were able to convey some notion of where they would like to live in the future. Reasons for their choice were not required but they were considered valid and logical extensions of their answers, e.g. *à l'avenir, j'aimerais vivre à la campagne, parce que j'aimerais habiter dans un endroit calme, je voudrais habiter à Paris parce que je voudrais perfectionner mon français, je voudrais aller vivre au Canada pour aller à l'université.*

Range

Candidates were able to link their ideas using some of the complex structures listed in the syllabus. Candidates had the opportunity to use comparative adjectives when explaining why they were happy or not about the move, e.g. *la ville est plus grande,* and when describing their new district, e.g. *c'est moins bruyant que dans l'autre quartier, les gens ici sont plus sympa, c'est plus animé.* Only a few candidates used the complex structure *mon ami me manque* correctly. Many wrote *je manque mes amis* which has a different meaning.

To achieve high marks for *Range*, candidates need to avoid the repeated use of *car / parce que* and use a wide range of structures.

Accuracy

The accuracy of spelling, gender, use of the appropriate article, placing and agreement of adjectives and elision are all critical, as is the correct choice of verb tense and form. There were some particular errors in answers, e.g. *la dernière semaine, ma masion, mon nouvelle ville, quatier* which had an impact on the mark awarded.

Many candidates were able to manipulate consistently verbs in a variety of tenses and persons, e.g. *nous avons déménagé, mon père a trouvé…, je n'étais pas heureuse, le quartier est… , il y a moins de circulation, je voudrais habiter…* Verbs are critical to the passing of information.

Question 3 (b): L'anniversaire de mon ami(e)

72% of candidates chose this option.

Some candidates missed the title of this question and repeatedly referred to *votre ami(e)* or *mon ami's anniversaire*, which compromised their answers.

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Task completion

Some candidates gave lengthy descriptions of how they celebrated their friend's birthday. For some, it was a matter of the preparations, e.g. *mes amis et moi avons décoré sa maison avec des lumières colorées*, *je lui ai préparé un gâteau au chocolat*, *nous avons décidé d'organiser une petite boum pour célébrer l'anniversaire de ma meilleure amie.* For others, it was what they did on the day, e.g. *nous sommes allés à un hôtel de luxe, le week-end dernier je suis allé au parc d'attractions pour fêter l'anniversaire de mon ami, il a invité tous ses amis à la plage où nous avons joué au volley, nous avons dansé et chanté*. Candidates took full advantage of the opportunity to provide additional relevant details. Taking photographs was often mentioned, but some candidates did not know how to express it and wrote *cliquer des photos* instead of *prendre des photos.*

Candidates successfully adapted the verb in the question to identify the presents their friend received. Many also provided additional information, e.g. *comme cadeaux, mon amie a reçu plein de choses comme une guitare et des parfums, elle a reçu des cadeaux vraiment merveilleux comme une montre, des bijoux et des livres, mon ami a reçu un livre de son père et sa mère lui a donné une montre.* The spelling of *cadeaux* was often rendered as *cadeux* and this misspelling was also seen in *gâteau*, rendered as *gâteux* which has another meaning. Some candidates chose to respond in a different but equally acceptable way, e.g. *je lui ai donné une montre, j'ai donné un pull noir à mon amie.*

Candidates often used more complex language to describe their friend's reaction, e.g. *elle était si contente qu'elle a commencé à pleurer : toute sa famille et ses amis étaient là, il a été content parce qu'il a reçu un nouveau portable, mon ami était très content parce que tous ses amis sont venus, mon amie était déçue parce que son père n'était pas là, il travaillait.*

Candidates were evenly divided over the best place to celebrate their birthday. The reasons for favouring town included *d'habitude je préfère les fêtes en ville : il y a plusieurs endroits où on peut célébrer, il y a beaucoup de restaurants et de cinémas.* Some referred to the hassle of partying at home, e.g. *quand on va célébrer en ville, on n'a pas à nettoyer la maison après la fête.* The advantages of celebrating at home included *je préfère les fêtes à la maison ; si on est là on peut se relaxer en regardant un film à la télévision, c'est plus confortable, c'est moins cher.* A few candidates extended their answers and mentioned the advantages of both options before stating their preference.

Most candidates were able to make a simple statement using a future verb form to state how they wished to spend their next birthday, e.g. *j'inviterai mes amis proches, je voudrais fêter mon prochain anniversaire en famille, je vais aller au cinéma avec mes amis pour voir un film d'horreur, je voudrais visiter l'Amérique.*

Range

Candidates used a range of structures, notably *où, quand, si,* and the present participle *en regardant*. Using object pronouns shows complexity, e.g. *je lui ai acheté un livre*, so is linking main verbs with dependent infinitives using *pour,* e.g. *nous irons en ville pour prendre le diner au restaurant italien.* Some candidates communicated their preferences for celebrating by using comparative adjectives, e.g. *c'est plus relaxant à la maison, c'est plus amusant en ville.*

To achieve high marks for *Range*, it is important to link ideas and not to respond with a series of simple sentences. When adding relevant details or giving opinions and explanations, there is an opportunity to combine ideas into a more complex sentence.

Accuracy

The accuracy of spelling, gender, use of the appropriate article, placing and agreement of adjectives and elision are all critical, as is the correct choice of verb tense and form. Errors such as *cadeux, gâteux, mon ami's anniversaire* had an impact on the mark awarded.

Many candidates were able to manipulate consistently verbs in a variety of tenses and persons: *j'ai décoré la maison, nous sommes allés au restaurant, mon amie a reçu une voiture, elle était heureuse, il y a plus de choix, j'aimerais aller au cinéma*. Verbs are critical to the passing of information.

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