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FRENCH

Paper 0520/11
Listening (Multiple Choice)

Question Number	Key
1	C
2	A
3	C
4	A
5	D
6	B
7	B
8	A

Question Number	Key
9	C
10	B
11	C
12	A
13	A
14	D

Question Number	Key
15	C
16	E
17	D
18	F
19	B

Question Number	Key
20	A
21	C
22	C
23	B
24	A
25	B
26	A
27	B
28	C

Question Number	Key
29	C
30	A
31	B
32	D
33	C
34	A

Question Number	Key
35	A / E
36	B / D
37	B / C

General comments

The June 2022 Listening paper consisted of 37 multiple-choice questions. Candidates overall performed well and most attempted all questions. Candidates should take care when they transfer their answers onto the answer sheet and shade **one** letter only for **Questions 1** to **34**, and **two** letters for **Questions 35** to **37**.

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The French extracts heard by candidates gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts. The paper differentiated well.

Comments on specific questions

Questions 1–8

The extracts were short, straightforward interactions. All candidates answered **Question 1** successfully. **Questions 2**, **3**, **5** and **6** were also attempted well. In **Question 4**, three quarters of candidates understood *le tramway*; those who answered incorrectly mostly chose option **D** instead. In **Question 7**, a fifth of candidates did not recognise *vent* and some candidates were not familiar with *bol* in **Question 8**. There was no clear pattern in the incorrect answers.

Questions 9–14

Candidates heard a longer extract about a teacher talking to his students about a skiing holiday. Overall, candidates performed very well in this exercise.

Some candidates did not understand *parking* in **Question 10** and *lunettes de soleil* in **Question 11**. **Question 13** was the most demanding in this exercise; some candidates were not familiar with *laverie.*

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends discussing films. Overall candidates performed well in this exercise.

Question 15 was attempted well. Nearly three quarters of the cohort answered correctly; the most frequent incorrect answers were options **B** and **F**. Many candidates answered **Question 16** correctly and matched *grand écran* with *préfère regarder ces films au cinéma*. **Question 17** was more demanding; nearly two thirds of candidates successfully matched *dans ma chambre* with *chez lui.* The most frequent incorrect answers were options **A** and **F**. A slightly lower number of candidates answered **Question 18** correctly and matched *il y en a des bons et des mauvais* with *aime certains de ces films*. Option **B** was the most frequent error. **Question 19** was the most challenging question in this exercise. Just over half the candidates understood the different time frames – *je les adorais/maintenant ils m'ennuient* – and selected option **B**.

Questions 20–28

Here candidates heard an interview in two parts with Sarah who lives in the Yukon, a Canadian territory. This exercise represented a step up in the incline of difficulty of the test and overall candidates coped well with the demands of the exercise.

In **Question 20**, most candidates successfully matched *jusqu'à l'âge de 8 ans* with *avant l'âge de 8 ans* and chose option **A**. Many candidates answered **Questions 21** to **25** successfully. Most of those who answered **Question 22** incorrectly selected distractor **A**; they did not identify the different time frame when they heard *elle le gardait à la maison*. Candidates who answered **Question 23** incorrectly often missed the negative in *ce n'est pas parce qu'il a peur* and chose distractor **C**.

In **Question 25**, distractor **A** was the most frequent error. **Questions 26** to **28** were attempted well by about three quarters of candidates. Those who answered **Question 26** incorrectly mostly chose distractor **C**, having heard *dans mon jardin.* In **Question 27**, most of the candidates who answered incorrectly did not understand that *les paysages* referred to the tourists rather than Sarah. In **Question 28**, candidates who answered incorrectly did not understand *ça ne me dérange pas* and therefore chose distractor **A**.

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Questions 29–34

In this exercise, candidates heard an interview with Thomas who talked about his work as a volunteer. This was an appropriately demanding exercise at this stage of the paper.

Over half the candidates correctly selected option **C** in **Question 29**. Candidates who answered incorrectly heard *j'avais mon Bac à préparer* and selected distractor **B**. A similar number of candidates answered **Question 30** successfully. Distractor **C** was the most common error. **Question 31** was attempted well; there was no clear pattern of incorrect answers. Over two thirds of candidates selected the correct answer for **Question 32**. Those who answered incorrectly mostly chose distractor **C**; candidates needed to listen carefully as *organisé … des barbecues* did not refer to the students, but to Thomas and his colleagues. **Question 33** was the most demanding in this exercise as the various emotions in options **A** to **D** referred to different people; just over a third of candidates understood that option **C** applied to Thomas, whilst *surpris* (distractor **B**) applied to Cécile's parents and *reconnaissant* (distractor **D**) to the school's headmistress. Over half the candidates answered **Question 34** successfully, with distractors **B** and **C** the most common errors.

Questions 35–37

In this exercise, candidates heard an interview with Adèle who talked about sailing. For each question, 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.

Question 35 was attempted well by many candidates with nearly three quarters of the cohort selecting options **A** and **E**. Some candidates did not understand that Adèle started sailing when she was three years old but started sailing solo at the age of seven and chose distractor **C**. Distractor **D** was also chosen by a fifth of candidates; they needed to listen carefully as the video mentioned in the passage was posted by the previous junior record holder, not Adèle. Similar numbers of candidates answered **Question 36** successfully. Candidates needed to listen carefully to understand that Adèle trained with her club rather than her mother (distractor **A**); large boats rather than large waves made her trip perilous (distractor **C**). **Question 37** was the most demanding in this exercise; just over half the cohort successfully selected option **B,** and under half chose option **C**. Over a third of candidates heard *ce serait formidable de gagner des courses* and chose distractor **E**; they needed to listen carefully to the rest of the sentence where the key was introduced by *mon but principal (c'est de faire le tour du monde en solitaire).*

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FRENCH

Paper 0520/12
Listening (Multiple Choice)

Question Number	Key
1	A
2	B
3	A
4	C
5	C
6	B
7	D
8	B

Question Number	Key
9	C
10	C
11	A
12	B
13	C
14	A

Question Number	Key
15	D
16	C
17	A
18	F
19	E

Question Number	Key
20	C
21	B
22	A
23	C
24	C
25	A
26	B
27	A
28	B

Question Number	Key
29	D
30	B
31	B
32	C
33	C
34	A

Question Number	Key
35	C / E
36	A / E
37	C / E

General comments

The June 2022 Listening paper consisted of 37 multiple-choice questions. Candidates overall performed in a satisfactory way and most attempted all questions. Candidates should take care when they transfer their answers onto the answer sheet and shade **one** letter only for **Questions 1** to **34**, and **two** letters for **Questions 35** to **37.**

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The French extracts heard by candidates gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts. The paper differentiated well.

Comments on specific questions

Questions 1–8

The extracts were short, straightforward interactions. Overall, candidates performed well in this exercise. For **Question 1**, some candidates did not know *rivière* and often chose option **C** instead. In **Question 4**, over a fifth of candidates were not familiar with *framboise.* Options **A** and **D** were the most frequent incorrect answers. Nearly three quarters of candidates recognised *pâtes* in **Question 5** and similar numbers understood *portefeuille* in **Question 6**. A fifth of candidates were not familiar with *chauffage* in **Question 7** and often chose option **B** instead. Many candidates identified *randonnée* in **Question 8**.

Questions 9–14

Candidates heard a longer extract which featured an advertisement for a water park in Belgium. Overall, candidates performed very well in this exercise. **Question 11** was the most demanding. Two thirds of candidates recognised *aire de jeux;* option **D** was the most frequent incorrect answer. In **Question 14**, some candidates were not familiar with *bracelet*. There was no clear pattern of incorrect answers in this question.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about holidays. Overall candidates performed well in this exercise.

Many candidates answered **Question 15** correctly, selecting option **D**. The most frequent incorrect answers were options **A** and **B**. **Question 16** was also attempted well; the most frequent incorrect answer was option **E**. For **Question 17**, over two thirds of candidates matched *a trouvé un petit job* with *travailler pendant les vacances* and selected option **A**. Those who answered incorrectly mostly chose option **B**. **Question 19** was the most challenging question in this exercise. Just over half the candidates understood *dormir dans une tente* and selected option **E**; options **A** and **B** were the most frequent errors.

Questions 20–28

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

Question 20 was the most demanding in this exercise with under half the candidates choosing the correct option **C**. An equal number heard *Marrakech* and incorrectly chose distractor **B**. Nearly three quarters of candidates answered **Question 21** successfully; distractor **A** was the most frequent error. For **Question 22**, two thirds of candidates matched *épuisant* with *très fatigant*. Candidates who answered incorrectly selected distractors **B** and **C** in equal numbers. **Question 23** was answered correctly by just over half the cohort; there was no clear pattern in the incorrect answers. For **Question 24**, many candidates were familiar with *conseil municipal.*

Over two thirds of candidates answered **Question 25** correctly. Most of the candidates who answered incorrectly missed the negative in *ils n'ont pas de diplômes* and chose distractor **B**. Many candidates successfully matched *continuer mes études* with *poursuivre son éducation* in **Question 26** and selected option **B**. In **Question 27**, over two thirds of candidates matched *je n'aime pas le bruit* with *bruyante*; distractor **B** was the most frequent error. For **Question 28**, just under half the candidates selected the correct option **B**, whilst over a third of candidates heard *améliorer la vie* and chose distractor **C** instead.

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Questions 29–34

Candidates heard an interview with Bastien talking about his brother. This was an appropriately demanding exercise at this stage of the paper.

Question 29 was attempted well with no clear pattern in the incorrect answers. **Question 30** was successfully attempted by almost two thirds of the cohort. Those who answered incorrectly often chose distractor **D**, having heard *répondait* twice in the passage. For **Question 31**, under half of the cohort understood *supportaient mal la situation* and chose the correct option **B**. **Question 32** was the most challenging in this exercise; under a third of candidates matched *faisaient tout leur possible* with *ont fait de leur mieux* and selected answer **C**; distractors **A** and **B** were the most common errors. For **Question 33**, over half the candidates understood that Bastien and his brother moved to different classes and chose option **C**; distractor **B** was the most frequent incorrect answer. Candidates needed to listen carefully when they heard *parlé avec le principal du collège* as the discussion was with Bastien and his brother, not their parents. For **Question 34**, a third of candidates understood that the brothers had changed their hair styles. Those who answered incorrectly mostly chose distractors **B** and **C.**

Questions 35–37

In this exercise, candidates heard an interview with Élise, a Web presenter specialising in historical programmes. 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.

Question 35 was attempted well. Half the candidates chose option **C** and many successfully selected option **E**. Nearly a third of candidates heard *voir un musée* and incorrectly chose distractor **B**. Candidates needed to listen carefully to the end of the sentence where Élise stated *ça m'ennuyait*, thus negating the statement. For **Question 36**, just under half the candidates correctly chose options **A** and **E**. Distractor **C** was a frequent error (*presque/plus de*). Candidates also needed to listen carefully to understand that her programmes were about famous historical figures, rather than monuments as distractor **D** suggested. **Question 37** was the most challenging question in this exercise; a third of candidates successfully matched *apprécier* with *s'intéresser à* and chose option **C**. A slightly higher number correctly selected option **E**. Candidates often did not understand that Élise had already completed the comic book and incorrectly selected distractor **B**. Others missed the negative form in *n'est pas la chose la plus importante* and chose distractor **D**.

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FRENCH

Paper 0520/13
Listening (Multiple Choice)

Question Number	Key
1	A
2	D
3	B
4	D
5	C
6	A
7	A
8	B

Question Number	Key
9	C
10	D
11	A
12	B
13	B
14	A

Question Number	Key
15	C
16	F
17	B
18	D
19	A

Question Number	Key
20	B
21	B
22	C
23	A
24	B
25	C
26	B
27	A
28	C

Question Number	Key
29	D
30	B
31	D
32	B
33	A
34	C

Question Number	Key
35	D / E
36	B / C
37	A / E

General comments

The June 2022 Listening paper consisted of 37 multiple-choice questions. Candidates overall performed well and most attempted all questions. Candidates should take care when they transfer their answers onto the answer sheet and shade **one** letter only for **Questions 1** to **34,** and **two** letters for **Questions 35** to **37.**

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The French extracts heard by candidates gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts. The paper differentiated well.

Comments on specific questions

Questions 1–8

The extracts were short, straightforward interactions and candidates performed well in this exercise.

For **Question 1**, three quarters of candidates understood *boulangerie*; the others often chose option **B** instead. For **Question 4**, some candidates were not familiar with *lunettes.* For **Question 5**, some candidates did not identify *poubelle*; **B** was the most frequent error.

Questions 9–14

In this exercise, candidates heard a longer extract which featured an advertisement for a leisure centre in the Auvergne region in France. Candidates performed well in this exercise.

For **Question 10**, about a fifth of candidates did not understand *près d'une grande forêt* and chose options **A** and **B** instead. For **Question 11**, candidates who did not recognise *emplacements pour les tentes* mostly chose option **C** instead. For **Question 12** the most frequent incorrect answer was option **A**. **Question 14** was the most challenging question in this exercise; over half the candidates understood *lapin* whilst a quarter incorrectly chose option **C**.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between Lucas and his wife choosing a hotel for a holiday. Overall candidates performed well in this exercise.

Questions 15 and **16** were attempted well. **Question 17** was the most challenging question in this exercise. Nearly two thirds of the candidates correctly matched *pas de chambre libre* and *l'hôtel était complet.* Option **E** was the most common incorrect answer. For **Question 18**, many candidates chose the correct option **D**, with options **B** and **E** the most frequent incorrect answers. For **Question 19**, nearly three quarters of candidates correctly selected option **A**. Candidates who answered incorrectly usually chose options **B** and **E**.

Questions 20–28

In this exercise, candidates heard an interview in two parts with Anaïs who talked about the *Fête de la Musique*. The exercise represented a step up in the incline of difficulty of the test.

Question 20 was challenging. Under half the candidates matched *une voisine* with *elle habite en face de chez moi* and accurately chose option **B**; many candidates missed the negative in *mes parents ne pouvaient pas m'accompagner* and incorrectly chose distractor **C**. **Question 21** was well attempted. In **Question 22**, two thirds of the cohort identified the different tenses and successfully selected option **C**; distractor **B** was the most frequent error. **Question 23** was answered correctly by three quarters of candidates. Most of those who answered incorrectly heard *notre batteur* and selected distractor **B**. Many candidates answered **Question 24** successfully.

Nearly three quarters of candidates chose the correct answer for **Question 25**, with distractor **B** the most frequent error. Similar numbers attempted **Question 26** successfully. Most of those who answered incorrectly chose distractor **C**. Candidates needed to listen carefully as the member of the band in charge of writing the lyrics was Enzo, not Anaïs. **Question 27** was demanding; under half the cohort selected the correct answer **A**. Many candidates heard *je n'arrive pas à me concentrer* and incorrectly selected distractor **B**. **Question 28** was attempted well. Some candidates missed *mais avant* and chose distractor **B**.

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Questions 29–34

In this exercise candidates heard an interview with Jules about his work as a volunteer. This was an appropriately demanding exercise at this stage of the paper.

Nearly half the candidates chose the correct answer for **Question 29**. Candidates needed to listen carefully to what Jules said as distractor **A** referred to his cousin, not to him. About three quarters of candidates answered **Questions 30** and **31** successfully. For **Question 30**, those who answered incorrectly often chose distractor **C**. Over half the cohort understood *la plupart de son temps* and answered **Question 32** correctly; distractor **A** was the most frequent error. Similar numbers of candidates attempted **Questions 33** and **Question 34** successfully. For **Question 33**, distractor **C** was the most frequent error despite *formidable* in the previous sentence reinforcing the positive description of the manager. For **Question 34**, candidates sometimes missed the double negative and incorrectly selected distractor **B**. Some heard *être vétérinaire* and incorrectly chose distractor **A**. They needed to listen carefully to the end of the sentence as *c'est trop difficile* ruled out option **A**.

Questions 35–37

Candidates heard an interview with Léa, a mountain guide in Chamonix. 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**, a third of the cohort correctly chose option **D** and three quarters option **E**. Numbers, *1983/1993*, proved difficult for nearly half the candidates who incorrectly chose distractor **B**. **Question 36** was the most challenging question in this exercise; half the candidates correctly chose option **B** and over a third selected option **C**. As many chose distractor **D**. Candidates needed to listen carefully to understand the sequence of events as Léa did not study Geography in Chamonix as the distractor suggested. **Question 37** was attempted well with nearly two thirds of the candidates successfully choosing option **A** and half selecting option **E**. Many candidates did not identify the different time frames – *a déjà escaladé/mon ambition est d'escalader* – and chose distractor **D**.

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FRENCH

Paper 0520/21
Reading

Key messages

To maximise their chances of success in this paper, candidates should:

- ensure they read the questions carefully and avoid giving additional information which is not required
- bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct
- ensure that responses answer the question asked rather than contain the answer.

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. In **Question 5**, if more than one answer is written on a line, the mark cannot be awarded as the examiner cannot be sure which one is the intended answer.

Comments on specific questions

Question 1

Candidates performed very well on this question. For **1(b)**, some candidates chose **D** instead of **C**.

Question 2

Some candidates scored full marks on this question. For **2(b)**, some candidates selected **C** instead of **A**, perhaps influenced by the word *station*. For **2(e)**, many candidates did not recognise the word *essence* and answered **G** (*charcuterie*) instead of **C**.

Question 3

Candidates performed well on this question. In **3(a)**, a few candidates chose **C** instead of **B**. Option **A** was a common incorrect response for **3(b)**. In **3(g)**, many candidates did not recognise the word *d'abord* in the question, and incorrect answers were split between **A** and **C**.

Question 4

For this exercise, candidates were required to read a more extended text about Maria who wrote about a short holiday with her parents following her exams. The text used largely familiar vocabulary.

Overall, candidates performed well on this exercise. The text was written in the first person, and the questions used the third person. 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* and changing the verb if necessary. Candidates are therefore advised to answer with the minimum number of words. A few candidates thought that it was necessary to answer each question in a complete sentence.

Minor misspelling of words was usually ignored unless it formed a different word in French. This sometimes happened in **4(c)** with *peut* instead of *peu* and in **4(g)** with *forets* instead of *fortes*.

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For **4(d)**, **4(e)** and **4(f)**, candidates often selected the wrong part of the text to answer the questions. Sometimes, candidates wrote too much and invalidated their answers by introducing irrelevant material or major mistakes.

Candidates also need to ensure that their response answers the question. In **4(k)**, the question asked *où* but many candidates gave the occasion for the meal instead of where the meal had taken place.

Question 5

For this exercise, candidates had to match a series of descriptions with statements from people looking for a suitable book. 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. The question is aimed at the higher grades, and candidates with a wide range of vocabulary and knowledge of synonyms performed well on this section.

Each person's statement gave specific requirements for what they were looking for such as the format of the book (online or printed) and details of the subject matter. It is important for candidates to note that these details excluded all answers except the correct one. Candidates need to ensure they consider all the information given as this is not a gist comprehension question and a global understanding of the texts will not be sufficient.

There was no obvious pattern of incorrect answers.

Question 6

This final exercise about Layla, who became her class representative, was intended to be the most challenging part of the paper. About half the questions could be answered with a careful lift from the text and the others needed a small manipulation of the text. Very few candidates achieved full marks, and the questions seem to have discriminated appropriately.

In **6(a)**, many candidates answered *troisième fois* which did not answer the question asked. Candidates often responded to **6(b)** with an answer that was too vague, e.g. *cette année*, and could not gain the mark. In **6(c)**, many candidates were also too vague by copying *il y avait plein de séances utiles*, instead of giving the two sessions specifically mentioned in the text. For **6(d)**, most candidates understood that a number was required in the answer but chose the number of candidates instead of the number of minutes. In **6(e)**, candidates did not manipulate the text correctly to answer the question and many candidates answered **6(f)** with the wrong person. **6(g)** was overall well done. Some candidates misunderstood **6(h)** but many candidates answered **6(i)** correctly.

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FRENCH

Paper 0520/22
Reading

Key messages

To maximise their chances of success in this paper, candidates should:

- ensure they read the questions carefully and avoid giving additional information which is not required
- bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct
- answer in the same tense as the one used in the question
- 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. Candidates need to pay particular attention to the interrogative words and tenses used in the questions.

Comments on specific questions

Question 1

Most candidates scored 5 marks.

Question 2

Most candidates scored at least 4 marks. For **2(b)**, many candidates chose **G** instead of **F**. For **2(c)**, many candidates chose **D** instead of **E**.

Question 3

Full marks were common on this question. For **3(a)**, some candidates chose **A** instead of **B**. For **3(c)**, some candidates chose **B** instead of **A** and, for **3(g)**, some candidates chose **A** instead of **C**.

Question 4

For this exercise, candidates were required to read a more extended text about Pierre's holidays with his parents in a little hotel. The text was written in the first person and the questions used the third person. Most candidates performed very well in this exercise. Many questions could be answered by lifting a few words from the text but the answers to **Questions 4(d)**, **4(g)** and **4(h)** also required a small manipulation to gain the mark. Candidates who choose to lift more than is required to answer the question must make any manipulation needed in the extra material, for example by replacing *je* with *il*. For this exercise, candidates need to locate the correct information in the text, so some extra words will usually be tolerated unless they invalidate the answer.

4(a) was very well answered by most candidates as they easily located *en juillet*. For **4(b)**, *une ville* was sufficient to score the mark. Some candidates chose to write a full sentence with the addition of *toute l'année*. This extra detail was not required but it did not invalidate the answer. For **4(c)**, candidates had to provide two details: *une piscine* and *des courts de tennis.* The question was in the past and therefore candidates who used *il y a* invalidated their answer. For **4(d)**, candidates could either answer *pour faire des excursions* or *ils avaient l'intention de faire des excursions*. Some could not score the mark as they wrote *ils*

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avient. To be acceptable, the verb must be phonetically correct. For **4(e)**, the only possible answer was *la climatisation*, but many candidates answered *la voiture était très spacieuse et confortable.* **4(f)** was answered well. A slight manipulation was required for **4(g)** as candidates were expected to answer *il prenait des photos* rather than *je prenais* used in the text. Most candidates were able to change *ma mère* for *sa mère* in **4(h)**. Candidates answered **4(i)** well. *Très accueillant* was sufficient to score the mark for **4(j)**, but some candidates included et *organisait des activités* which invalidated their answer as this was irrelevant to the question. **4(k)** was very well done.

Question 5

For this exercise, candidates had to match a series of descriptions with statements about television programmes. Candidates had to process a variety of information and match several requirements whilst eliminating responses that did not fit. Each person's statement gave very specific requirements for the sort of programme they like to watch such as a series, a documentary or a variety show. As this is not a gist exercise, it is essential that candidates read very carefully all the information given in the people's requirements as well as the descriptions of the programmes on offer.

Many candidates had underlined all the crucial key words before coming to a decision. Most candidates scored at least 2 marks on this question. Many candidates incorrectly chose **2** for **5(a)** and **8** for **5(c)**.

Question 6

This final exercise about a nurse, Léa, who trains to become a firefighter, was intended to be the most challenging part of the paper. About half the questions can be answered with a careful lift from the text and the others need a small manipulation of the text to answer the question. 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.

6(a) required two answers to the question. Candidates who started their answers with *voulait un métier* could not score the marks as, if a finite verb is used, it needs to have a subject. **6(b)** was overall answered very well. **6(c)** needed a small manipulation from *mon* to *son.* The inclusion of *dans* or *pendant* was also required. For **6(d)**, many candidates located the wrong part of the text and answered *elle a été convoquée pour un entretien.* Whilst most candidates could locate *deux semaines* for **6(e)**, some invalidated their correct answer with the addition of *plus tard*. For **6(f)**, some candidates could not spell *esprit* correctly. For **6(g)**, most candidates were able to lift the correct information from the text. **6(h)** required two pieces of information. Candidates had to add either *si* or *quand* before their responses as indicated in the question. Many candidates successfully answered **6(i)** as all that was required was *les contacts humains.* Some candidates could not score the mark as they lifted the whole sentence.

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FRENCH

Paper 0520/23
Reading

Key messages

To maximise their chances of success in this paper, candidates should:

- ensure they read the questions carefully and avoid giving additional information which is not required
- bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct
- ensure that responses answer the question asked rather than contain the answer.

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. In **Question 5**, if more than one answer is written on a line, the mark cannot be awarded as the examiner cannot be sure which one is the intended answer.

Comments on specific questions

Question 1

Candidates performed very well on this question.

Question 2

Some candidates scored full marks on this question. For **2(a)**, a few candidates did not know *caisse* and, for **2(e)**, some candidates did not match *garé ma voiture* with *parking.*

Question 3

Overall, candidates performed well on this question but, for **3(c)**, candidates sometimes thought the piece of jewellery was *cher* although the text described it as *pas trop cher.* For **3(f)**, some candidates did not match *une comédie* in the text with *drôle*.

Question 4

For this exercise, candidates were required to read a more extended text about Lucie who wrote about a special school day. The text used largely familiar vocabulary.

Overall, candidates performed well on this exercise. The text was written in the first person, and the questions used the third person. 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* and changing the verb if necessary. Candidates are therefore advised to answer with the minimum number of words. A few candidates thought that it was necessary to answer each question in a complete sentence.

The answers to **4(c)** and **4(k)** also required a minor manipulation of the text to gain the mark.

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Question 5

For this exercise, candidates had to match a series of descriptions with statements from people looking for a restaurant. 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. The question is aimed at the higher grades, and candidates with a wide range of vocabulary and knowledge of synonyms performed well on this section.

Each person's statement gave specific requirements for what they were looking for such as the day and the price. It is important for candidates to note that these details excluded all answers except the correct one. Candidates need to ensure they consider all the information given as this is not a gist comprehension question and a global understanding of the texts will not be sufficient.

For **5(d)**, many candidates incorrectly answered **3**. For **5(e)**, candidates often answered **5**.

Question 6

This final exercise about Luc, who became a professional dancer, was intended to be the most challenging part of the paper. About half the questions could be answered with a careful lift from the text and the others needed a small manipulation of the text. Very few candidates achieved full marks, and the questions seem to have discriminated appropriately**.**

For **6(a)**, *danser* was sufficient to gain the mark. Candidates who missed the importance of the word *surtout* in the question answered with *football.* For **6(b)**, candidates who included *qui* in their answer or answered in the present tense could not gain the mark. **6(c)** required a simple manipulation of the text and stronger candidates correctly answered *son sens du rythme* and *sa souplesse.* **6(d)** was generally answered well. **6(e)** also required some manipulation to answer the question. Some candidates omitted the subject *il* and could not gain the mark. **6(f)** was overall answered well. For **6(g)**, some candidates invalidated their answer by including *plus tard*. Candidates who targeted the correct information for **6(h)** sometimes had difficulty changing *après avoir eu...* into a correct finite verb. **6(i)** was a straightforward question, but many candidates offered answers connected with injuries suffered by Luc. Some targeted the wrong part of the last sentence and answered *parce qu'il a du mal à mettre de l'argent de côté.*

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FRENCH

Paper 0520/03
Speaking

Key messages

- Centres had generally prepared candidates well for the Speaking test.
- Role plays were conducted well by most 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. In such cases, candidates find it hard to develop their answers fully.
- 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 overall very good and centres were usually quick to upload their work.
- Centres are reminded to include candidates at the very top and the very bottom of the mark range in the sample. Centres also need to check the size of sample is appropriate according to the number of candidates in the centre.

General comments

In this second year of the new style Speaking test, many examiners are now more familiar with the format of the test. 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.

Most centres had prepared candidates well for the format of the test and examiners were usually 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. Most centres correctly 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. Centres are reminded that the cards should be distributed according to the grid provided on pages 14–15 in the instructions, with Card One given to the first candidate who takes the test and so on.

Role plays were generally conducted well. Centres are reminded that questions can be repeated (but **not** rephrased) once if the candidate does not answer a question or gives an ambiguous response. It is important for examiners to read the role play tasks **exactly** as printed to ensure that they are not changing the nature and level of difficulty of the tasks. 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. *Donne-moi plus de détails* 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 clearly. Candidates need to understand the wordings of these extension questions, so that they know when they need to give more detail. When asking extension questions, examiners should not rephrase questions as this can change the nature of the set task. Examiners must also not provide vocabulary or ideas to the candidate. In the conversations, *décris* or *parle-moi* are cues that indicate open questions. When responding to such questions, candidates should try to put in as much detail as possible as they are invited to develop and go beyond straightforward answers.

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If a candidate does not understand the first set question on **Questions 3**, **4** or **5** in the topic conversations, the examiner should repeat this first set question. If the candidate still does not understand, the examiner must then go on to ask the **alternative question**. These alternative questions give candidates another opportunity to understand the task and use easier language to test the same points. Some examiners asked the alternative questions when the candidate had already answered the first question clearly, or used the alternative questions as extension questions. This should be avoided as it can be confusing for candidates.

When there was a PAUSE between two questions in the script most examiners observed this well and this gave candidates the time to answer the first question and then think before answering the second one.

Before the tests, examiners need to have a clear idea of which questions they may use as their own further questions on each topic and make sure that further questions are not too closed in nature for more able candidates.

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.

Nearly all examiners remembered to introduce the topic area in French at the start of each topic conversation and used French to link the different sections of the test.

Clerical checks and sample size

In most centres, the clerical work had usually been completed very efficiently. It is essential that all clerical work is checked very carefully to ensure that candidates receive the correct mark. It is essential that the mark recorded on the centre WMS matches the one uploaded to the Submit for Assessment portal. Centres generally made very efficient use of the new Submit for Assessment portal and were able to submit their samples very speedily. Centres generally understood the requirements of the sample size and samples were nearly always correct. It should also be noted that the sample size changed this year.

Centres are reminded to consult the Samples Database at www.cambridgeinternational.org/samples before they submit their sample. 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 and to upload the cover sheet for the sample together with the centre working mark sheet(s).**

Recording quality

A high proportion of the recordings received were of a very good quality. Please check all recording equipment prior to the live tests and check the recordings before submitting the sample. Please also try to ensure reasonably quiet conditions for recording to avoid background noise. Please remember to position the recording equipment to favour the candidate and not the examiner as a few recordings were rather faint. 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 .mp3. Each recorded file in the sample must be clearly and correctly named using the following convention: centre number_candidate number_syllabus number_component number.

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. Over generous marking usually resulted from some examiners awarding full marks on a task when an inappropriate time frame was used by the candidate. There were also cases of 2 marks being awarded for irrelevant 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

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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 fully in a spontaneous way.**

In most centres, marks for **Quality of Language** were sometimes 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 were 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, phoning about a job, booking into a hotel, obtaining goods/services and discussing travel details 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.

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

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 very carefully about useful vocabulary and structures which could occur in their given role play scenario. Candidates also need to think about the person with whom they are talking, the country they are in and the role that they are playing. 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 the 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. a question such as *Qu'est-ce que vous allez faire aujourd'hui ?* was sometimes answered as *j'allais/j'aller* which led to some ambiguity of time frame and prevented a mark of 2 from being scored.

Card 1 was found to be accessible and was approached well but some candidates were unfamiliar with *légumes* in **Task 1**. Nearly all candidates gave an appropriate quantity on the **Task 2**. On **Task 3**, nearly all could say whether they liked French cooking or not and could give a valid reason why when asked. Some candidates mispronounced *délicieux*. On **Task 4**, most were able to say when they had arrived but some said *j'arrivais/j'arrivé* which led to an ambiguity of time frame. On the second part of the task, most could say what they had already visited but weaker candidates mistook the task as asking what they were going to visit and consequently gave an incorrect message. It is useful to emphasise to candidates that if *déjà* is heard in a question they should be answering in a past tense. **Task 5** was usually approached confidently, and most were able to produce *je voudrais* and an appropriate infinitive.

Card 2 was approached well by candidates. Most gave a correctly pronounced day on the first task. A few did not realise a specific day was needed to answer relevantly. **Task 2** was answered well. **Task 3** required an option to be chosen concerning the preferred method of transport and a reason for this choice. Most managed this well and gave reasons such as it being quicker or comfortable or cheaper. In **Task 4**, weaker

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candidates often did not understand the *où* at the beginning of the question and often said what they would like to eat rather than where. The second part of the task, which required a reason to be given for this choice, was usually attempted well. On the last task, most realised that a past tense was required and were able to give appropriate details of what they had done the last time they had gone to the beach.

Card 3 was found to be accessible. On **Task 1**, some did not give a specific place where they wanted to go in town. Anywhere to be found in a town was acceptable. Some weaker candidates thought they were being asked which town they wanted to visit. The interrogative adverb *où* was not always understood well. **Task 2** was usually well done with nearly all candidates able to say which country they came from. On **Task 3**, candidates were required to say what they liked most in France and why. Most opted for the food or a place such as *La Tour Eiffel* and gave a simple opinion such as *c'est intéressant* but the more adventurous talked about experiencing the culture, meeting people and being able to improve their French. On the next task, a perfect tense was required to answer relevantly and appropriately. Many gave details about what sights they had visited in Paris. Some answered about visiting a museum or a *château* or going to the seaside. Weaker candidates sometimes found it difficult to work in the perfect tense. **Task 5** was usually well done.

Card 4 was set in a work context. **Tasks 1** and **2** were answered well with most candidates able to state their nationality and which languages they spoke. On **Task 3**, candidates needed to say what kind of work they had previously done in their country. Some candidates misunderstood *travail* and interpreted it as meaning travel which caused ambiguity and incorrect messages. On the second part of the task, many stated it was interesting. The best answers included details about why they had liked or disliked the work such as the customers were pleasant or disagreeable or that the hours were long but the job was a good one. Some said the pay was good. On **Task 4**, candidates had to provide a valid reason as to why they wanted to work in Paris. Stronger candidates stated that they wanted to improve their French or be able to visit the sights of the capital. On the last task, most were able to communicate when they would be free for the work and could say where they would stay in Paris. Some candidates sometimes did not understand *loger*.

Card 5 was approached well by most candidates. Nearly all were able to communicate successfully when they wanted to go to the cinema and how far the cinema was from the house. Any distance was accepted. On **Task 3**, the questions required candidates to say what kind of film they had seen and what it was like. Most made good attempts at this question, but some were unable to say what kind of a film it was and instead gave just a name. The cue *C'était comment ?* is understood much better by candidates who realise that they need to give a relevant opinion. **Task 4** required candidates to state a preference for where they watched films and say why. Most candidates opted for reasons relating to comfort, the atmosphere, price or the size of the screen. The stronger candidates used comparisons and provided a wider range of reasons. On the last task, the *où* heard in the question was not always understood and some candidates said what they wanted to eat rather than where. Most were able to give a reason for their chosen place to eat.

Candidates made a good start to **Card 6** which was set at a hotel reception. The first two tasks were well done by most candidates but on **Task 3** some could not identify and use the correct time frame. Some heard the question about when they had arrived but responded using *j'allais/j'allé* which led to ambiguity. Some were not able to say how they had travelled or thought they were being asked about how long the journey was. On **Task 4**, most were successful on the first part of the task, but some over-elaborate explanations led to some confusing messages. On the last task, nearly all were successful on the first part but many found it harder to give a clear reason why.

Candidates coped very well with the first questions concerning a lost bag on **Card 7**. The colour of the bag was clearly communicated and most candidates were able to say what was in the bag. On **Task 3**, candidates sometimes found it more difficult to say precisely where the bag had been left in the sports centre. This was usually due to a lack of vocabulary. Most gave responses such as *dans le café, près de la piscine, dans les vestiaires.* On **Task 4**, candidates needed to understand the future tense phrasing of the verb *pouvoir.* Those who chose to answer using a verb answered the first part of the task well, but the second part of the task required a correct subject pronoun to be used for the message to be clear. Other candidates were able to communicate well and show their understanding by answering briefly. The second part of the task often needed to be repeated. On **Task 5**, some were unfamiliar with the use of *vous plaît* and did not realise they were being asked if they liked the sports centre.

On **Card 8**, the first two tasks were well done. On **Task 3**, only the stronger candidates heard the *vu* used in the question and were able to describe the scenery they had seen on their last visit to the countryside. Some realised they needed to use a past time frame but focused instead on what they had done rather than what they had seen which did not always answer the question relevantly. Good attempts were made to say what the excursion had been like and the cue for an opinion was generally quite well understood by candidates. On **Task 4**, most were able to express a preference for one of the two options offered but were not always as

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confident when saying why. Some said they liked eating outside in the fresh air or that it was cheaper. The final task was approached quite confidently, and most were able to use *je voudrais* and a dependent infinitive. Most said they wanted to walk, swim or play a sport whilst on the excursion. A few candidates were more ambitious and said they would like to go fishing or paint a picture of the scenery.

A very good start was made to **Card 9**. Good attempts were also made on **Task 2** with many able to communicate the age of their friend but some mistakenly gave their own age or, if using a verb, were sometimes unable to conjugate it correctly. On **Task 3**, weaker candidates were not always sure in which time frame they were working and some did not understand *cadeau*. **Task 4** was done better with most able to say how they were going to celebrate the friend's birthday. The inclusion of *dans votre pays* on **Task 5** enabled candidates to talk about a wide array of different *fêtes.*

Topic conversations

Examiners are reminded to introduce the topic area in French 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 these sub-topics were familiar to candidates and a full range of performance was heard with each conversation having its easier and more challenging questions. 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, although stronger candidates took the opportunity to give more developed responses containing relevant details. 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 develop their ideas, express opinions and give their reasons for their opinions.

Topic 1, **manger et boire**, was a familiar topic for all candidates. Candidates answered **Question 1** well. On **Question 2** some weaker candidates misunderstood the *où* heard in the question and stated instead what they ate for lunch. On **Question 3**, candidates needed to describe a meal they had cooked for their family. Most were able to outline the food they had eaten but the stronger candidates gave fuller descriptions of the occasion of the meal, how they had prepared things and what the meal was like or what their family thought of it. **Question 4** proved harder for weaker candidates who did not always have the necessary vocabulary to say why a balanced diet was important. There was also some confusion over the use of *sain* and *santé.* **Question 5** elicited various reactions from candidates. Responses varied from liking or not liking vegetables or meat. The best responses were able to develop an argument such as the fact that being a vegetarian would be, in their opinion, better for the environment and the planet.

Topic 2, **les voyages et les transports**, was accessible and was approached well by candidates. The first question was answered quite well with most able to make it clear how they travel to school. On **Question 2**, some candidates were unfamiliar with *le trajet* and the verb *durer.* Some also misunderstood the question and thought it required them to say when they arrived at school. **Question 3** gave candidates the opportunity to use past time frames and describe the last long trip they had made. Some candidates thought they had to describe the last long trip to school and did not realise that they were supposed to talk about a longer trip. Many chose to describe their journey to a holiday destination. **Question 4** required candidates to be able to talk about the advantages and disadvantages of public transport. This proved to be challenging for weaker candidates. Many pointed out that it was better for the environment and that it was cheaper than individual travel. Some said that they could meet and talk to other travellers or that it was relaxing as you could read or listen to music. Concerning disadvantages, many said it could be noisy, busy or dirty and was often uncomfortable. The stronger candidates had the range of necessary adjectives. On **Question 5**, many said they wanted to drive so they could be more independent but others said they would not want to cause more pollution. A few candidates cited the cost of owning a car.

Topic 3, **les vêtements**, was a familiar topic and most were able to answer simply, giving brief descriptions of what they wore at weekends and, on **Question 2**, say who bought their clothes. On **Question 3**, some candidates needed to go into more detail as they only said what they bought rather than described their shopping afternoon out in town. The question was phrased to give the opportunity to expand and add any details about linked activities. Stronger candidates added details about where they went, and then went on to say if they had enjoyed it or not and what else they had done. **Question 4** was usually answered well, and the majority of candidates could express their preference. Good attempts were made to justify their preference. **Question 5** was found to be challenging for some candidates as they did not know *vêtements de marque.* Others managed to say why such clothing would or would not be popular and if they would buy such clothing in the future. Weaker candidates had difficulty in using a correct time frame and needed the alternative question.

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On **Topic 4**, **la communication et la technologie**, candidates were able to list the kind of electronic devices they had at home with most stating they had a mobile phone or a computer. On **Question 2**, some did not say when they surfed the net but instead stated the method by which they went online or what they did online which resulted in some material being repeated in **Question 4** later. **Question 3** was approached quite well by candidates but when a cue asks candidates if they are for or against something, candidates should start their answer by clearly saying whether they are for or against. Many tried to say they were against mobile phones in class but did not always have the appropriate vocabulary to state that it was distracting. On **Question 4**, some confused the time frame of the question and instead tried to answer in the present tense. All candidates need to listen carefully for time markers in questions such as *récemment* as these are vital clues and indicators of the appropriate time frames to use. Some candidates were not familiar with *quotidienne* but were able to state what they had done recently online. Good attempts were made by most on **Question 5**. Most could state what they would like to buy in an appropriate time frame, but the reasons why were not always as clear.

Topic 5, **le monde naturel, l'environnement, le climat et le temps**, was approached quite well by candidates. **Question 1** was straightforward, but weaker candidates either did not understand it or were unable to use weather expressions correctly. Some candidates did not understand *saison*. The stronger candidates were able to give some very full responses to **Questions 2** and **3** and gave some good reasons as to why they preferred a certain season. Most candidates knew relevant vocabulary to answer **Question 4** but often used the present tense, with a significant number of candidates not recognising that *récemment* was a cue for the past tense. In such cases, examiners should feel free to read out the question again. **Question 5** needed candidates to reflect and think about how they could help endangered species. Some suggested collecting money, not chopping down trees or planting more trees so as to preserve habitats. Some suggested educating children and raising awareness. The stronger candidates made good use of the verb *sensibiliser*. Examiners often helped candidates by making use of the alternative question and this enabled some who had not understood the harder first question to make a fair attempt at the easier question.

Topic 6, **l'éducation**, was an accessible topic. **Questions 1** to **3** were usually answered well. On **Question 3**, some candidates confused *journée* with *trajet* and talked about their daily trip to school. Stronger candidates were able to talk about their favourite school day and give a good reason as to why they preferred that day. On **Question 4**, weaker candidates tried to repeat information about their daily journey to school rather than a school trip they had been on and seemed unfamiliar with *voyage scolaire.* **Question 5** was better attempted by most candidates although some talked generally about what they would like to change in their school rather than focusing their answers on the school rules themselves.

Topic 7, **le tourisme**, was a familiar topic for candidates. On the first question, some seemed unfamiliar with *d'habitude* or sometimes answered with where they went on holiday rather than when. **Question 2** was answered well by nearly all candidates. **Question 3** gave candidates the opportunity to talk either about a holiday abroad or in an area of their country. Some needed the alternative question but most realised that they needed to answer in past time frames. The use of *dernières* in the alternative question ensured that most at least attempted to produce some past time frames. A few confused the time frames and talked about their next holiday. Most candidates ended this topic confidently and were able to say what their ideal holiday destination would be and give a good explanation as to the reason why. Many gave straightforward examples such as they liked the food or the sporting activities. Some very good answers were heard in which the strongest candidates used a variety of time frames and structures and showed they could develop their reasons in an interesting spontaneous manner. Many said they would like to visit France as they had never been or they really wanted to experience the French way of life and speak French.

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FRENCH

Paper 0520/41
Writing

Key messages

Candidates are advised to:

- use single words and not to reuse examples when completing the form in **Question 1**
- respond to all parts of **Question 2** in the tense indicated
- use simple 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
- give brief additional details in response to individual tasks in **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 there for guidance and is not mandatory
- present all work legibly and not to write in ink over a draft in pencil.

General comments

Candidates must remember to frame their answers in the tense used in each individual task. In the case of both **Question 2** and **Question 3**, candidates who responded in a different tense from the one indicated in the task did not fulfil the requirements for *Task completion*.

It is important to be able to understand and adapt the rubric. In **Question 2**, candidates used the verb *préférer,* but 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 **Question 3(b)**, some candidates interpreted *Le monde du travail* as a reference to travel: it is vital that candidates know and correctly distinguish between *travailler/le travail* and *voyager/le voyage*.

Few candidates crossed out important details to meet the recommended word count. Rash editing can significantly reduce marks. The aim should be to respond within the word count but if an answer is longer than recommended, the whole piece will still be considered. Short pieces will not display the expected range of detail and linguistic variety, overlong answers are at risk of being less accurate. Candidates should be aware of the criteria for *Task completion* which make specific reference to the issue of relevance.

Comments on specific questions

Question 1: Commande de petit déjeuner

Most candidates were able to identify a month in **Task 1**. Some months are easier to spell than others. Some, if misspelt, can suggest a different meaning. **Task 2** was answered well and a variety of food was accepted. Most candidates were able to provide a cold drink in **Task 3**, but *jus* was often misspelt. **Task 5** was answered well.

Question 2: Les films et le cinéma

In **Task 1**, candidates were able to convey their preferred type of film using one of the following verbs: *je préfère, j'aime, je regarde*. Not all answers reached the required level of accuracy because of an error in the verb, e.g. *je préféré, je regarder* or an ambiguous spelling of the film type, e.g. *aventureux*.

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In some cases, candidates added a phrase to the first statement, e.g. *avec mes amis* and this was an acceptable response to **Task 2**. Candidates choosing to give the information in a separate sentence needed to express the idea correctly: *j'aime regarder / je regarde les films avec ma famille.* Answers such as *j'aime regard**e** les films avec ma sœur* were only partially successful.

There was a variety of ideas about where candidates preferred to watch films in **Task 3**, e.g. *à la maison, parce que c'est plus confortable / parce que j'ai une grande télévision* or *au cinéma, parce qu'il y a un grand écran / parce que j'aime le popcorn / parce que l'ambiance est meilleure.* Main verbs and any dependent infinitives had to be correct for full completion of the task. Some candidates did not know the word *écran.* Candidates should remember that the adjective *confortable* is not used to describe people.

There were some long descriptions of favourite actors in **Task 4**. *Cheveux* was often spelt as *chevaux* and *est* and *a* were often confused. Some candidates only gave the name of their favourite actor and others chose to describe the actor's work but did not know the relevant vocabulary.

In **Task 5**, some candidates were very successful in stating whether they would like to become an actor. A conditional tense was expected e.g. *je voudrais être acteur parce que j'ai toujours aimé le théâtre, je ne voudrais pas être acteur parce que je suis trop timide.* Some candidates missed this task and many thought that it was an extension of the previous task and explained why they liked their favourite actor.

Question 3 (a): Un safari photo

Task completion

Candidates were able to convey some relevant information in the perfect tense about the safari in **Task 1**, e.g. *j'ai fait un safari la semaine dernière, pendant le safari j'ai vu des tigres.* Candidates who described the photo(s) they took were also rewarded. The rubric clearly mentioned *avec votre école*, so references to family holidays were not relevant.

In **Task 2**, many candidates knew how to convey the idea of their best memory, e.g. *je pense que le meilleur moment c'était quand j'ai vu un éléphant pour la première fois.* Some candidates considered that *souvenir* meant *cadeau* and were fully rewarded if they conveyed the idea using a correct verb in the perfect tense, e.g. *j'ai acheté un ours en peluche, c'était mon meilleur souvenir.*

In **Task 3**, candidates who kept their answers simple were most successful, e.g. *je suis contre les zoos, c'est cruel, je suis pour les zoos parce qu'on peut protéger les animaux.*

There was a range of ideas and vocabulary in the comments about the dangers which animals face in **Task 4**, e.g. *la pollution, la destruction des forêts, le réchauffement climatique, les chasseurs…* Some candidates saw this as an opportunity to write extensively about what they do personally to protect the environment, but this was not part of the task.

Many candidates answered **Task 5** with *je vais mettre les photos sur le mur dans ma chambre, je montrerai les photos à ma famille, je vais les mettre sur les réseaux sociaux…* Some candidates did not use a future verb form to convey their ideas.

Range

Most candidates were able to use some extended sentences with some evidence of linkage. Many relied on the repetition of *parce que* or *car* as their main connectors. They used simple structures and there was little evidence of complex structures.

To access high marks for *Range*, candidates need to include a greater variety of linking words, e.g. relative pronouns and conjunctions, and use more complex structures. The use of object pronouns, infinitives after prepositions or modal verbs, comparisons and adverbs would enhance the complexity of their writing.

Some candidates used phrases such as *à mon avis* and *selon moi* incorrectly, e.g. *à mon avis, je n'aime pas les zoos* or *selon moi, je trouve que le plus grand danger c'est le climat.* Used correctly, these structures can enhance the mark for *Range*.

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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. Candidates need to spend time checking the accuracy of their essay. There were some frequent errors which had an impact on the critical messages. Verbs are critical to the effective passing of information. It is vital that candidates show their ability to manipulate verbs consistently in a variety of tenses and persons.

Some candidates were very confident in their use of relevant technical vocabulary e.g. *le changement climatique, le réchauffement de la planète*, but there were errors in the spelling of animals. Knowledge of prepositions was not always secure e.g. *dans en bus, à le zoo*. Candidates attempting to use more complex structures must know the correct sequence of tense in clauses with *quand* and *si*. Some candidates used the present participle and the perfect infinitive but not every attempt was successful.

Question 3 (b): Le monde du travail

Task completion

A simple statement such as *je voudrais travailler comme médecin, j'aimerais travailler dans un hôpital* or *je voudrais devenir professeur* was a sufficient response to **Task 1**. The words *médecin, ingénieur, professeur, scientifique* were often misspelt and made answers ambiguous. Some candidates wrote at length about earlier career interests and were not in control of tense and detail. A small number of candidates thought that *travailler* meant the same as *voyager.*

In **Task 2**, candidates frequently linked their choice to family connections e.g. *ma mère est professeur*. Others expressed interest in the general academic area, e.g. *j'aime les maths et les sciences*, or wanted to help people, e.g. *je voudrais aider les gens.*

In **Task 3**, successful candidates identified the qualities using one of three patterns: *les qualités nécessaires sont la compréhension, la gentillesse, l'honnêteté* or *il faut être responsable et travailleur* or *on doit pouvoir travailler en équipe*. Confusion occurred when candidates used nouns rather than adjectives and vice versa. Many candidates thought that qualifications rather than qualities were required.

Candidates needed to use a future tense to convey how they were going to prepare themselves for their future career in **Task 4**, e.g. *pour me préparer, je vais aller à l'université / je ferai un stage dans une grande entreprise / j'apprendrai une nouvelle langue.* Some compromised their responses by referring to *courses* rather than *cours.*

Task 5 invited candidates to mention how they have earned pocket money. A past tense was expected, e.g. *j'ai gagné de l'argent en travaillant dans un magasin, j'ai fait la vaisselle pour ma mère, j'ai vendu mes vieux vêtements.* Some candidates wrote extensively about how they spent their money, but this was unnecessary. If there were errors in these lengthy passages, these were considered in the overall mark for accuracy.

Range

Most candidates were able to use some extended sentences with some evidence of linkage. Many relied on the repetition of *parce que* or *car* as their main connectors. They used simple structures and there was little evidence of complex structures.

To access high marks for *Range*, candidates need to include a greater variety of linking words, e.g. relative pronouns and conjunctions, and use more complex structures. The use of object pronouns, infinitives after prepositions or modal verbs, comparisons and adverbs would enhance the complexity of their writing.

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. Candidates need to spend time checking the accuracy of their essay. There were some frequent errors which had an impact on the critical messages. Verbs are critical to the effective passing of information. It is vital that candidates show their ability to manipulate verbs consistently in a variety of tenses and persons.

There were frequent errors of spelling in the jobs mentioned and in the references to qualities. Candidates also need to distinguish between *cour / cours / courses*.

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FRENCH

Paper 0520/42
Writing

Key messages

Candidates are advised to:

- respond to all the tasks and sub-tasks of **Question 2**
- use linking words in **Question 2** when giving opinions and explanations
- expand on the basic details of their responses to **Question 3**
- use extended sentences as much as possible
- pay particular attention to the question words used in each task.

General comments

Candidates must remember to frame their answers in the tense used in each individual task. In the case of both **Question 2** and **Question 3**, candidates who responded in a different tense from the one indicated in the task did not fulfil the requirements for *Task completion*. It is also important to be able to understand and adapt the rubric.

Few candidates crossed out important details to meet the recommended word count. Rash editing can significantly reduce marks. The aim should be to respond within the word count but if an answer is longer than recommended, the whole piece will still be considered. Short pieces will not display the expected range of detail and linguistic variety, overlong answers are at risk of being less accurate. Candidates should be aware of the criteria for *Task completion* which make specific reference to the issue of relevance.

Comments on specific questions

Question 1: Site de recherche de camping

Candidates performed well on this question.

For **Task 2**, candidates were asked to choose the area where they would like the campsite to be. The rubric stated *région préférée*. Many candidates successfully wrote *à la campagne, à la montagne* or *au bord de la mer*. Names of towns were also rewarded. However, names of countries could not be accepted as they did not fulfil the criteria of the task. *La France* on its own could not score the mark, but *le nord / sud de la France* was acceptable.

Candidates should be discouraged from providing more items than required by the task as if one of the items is incorrect, the mark cannot be awarded.

Question 2: Le shopping

The present tense was expected in the first four tasks and a conditional in the last task. Candidates who completed their essay in the past tense affected their final mark as they could only achieve partial completion for each task.

Most candidates completed **Task 1** successfully as they were able to state *j'achète des vêtements avec mon argent de poche*. Many also provided extra details about their pocket money, what clothes they like to buy and what they had recently bought. Some could not complete the task fully as they used *avec votre argent de poche* in their answer.

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Many candidates misunderstood **Task 2** as they gave a description of their town instead of describing how they go to town. Candidates were expected to use *je vais en ville* or *j'y vais* before indicating their mode of transport. Whilst many provided a very brief answer, e.g. *je vais en ville en autobus*, many described how they travel to town depending on the situation (with family or friends, weather conditions and amount of shopping). Many explained why they choose to use public transport, e.g. *ce n'est pas cher / c'est pratique / les transports publics dans ma ville sont excellents.*

For **Task 3**, candidates were asked what they do in town after their shopping. The activities mentioned had to take place in town and not in their own home. Many successfully mentioned going to the cinema or a restaurant or both. Many described the type of food they like or the type of film they enjoy.

Task 4 was usually quite successful as candidates could explain whether they preferred shopping online or in shops. Some candidates struggled with the correct form of the verb *je préfère*. Several reasons were offered to justify their preference. Whilst shopping in shops was often seen as a social occasion, e.g. *j'aime être avec mes amis* or *c'est plus amusant,* for many its advantages were *je peux essayer les vêtements* or *je peux voir la qualité du produit.* Fans of online shopping often mentioned *c'est souvent moins cher* or *je ne dois pas sortir de chez moi.* Many wanted to say that it was more convenient but did not know the word *pratique.* Candidates often indicated that how they shop depends on what they want to buy and therefore do both.

A very straightforward sentence such as *je voudrais acheter des livres pour mon ami* was sufficient to successfully complete **Task 5**. The task required the use of a verb in the conditional for it to be fully completed. Candidates who used the future tense *je vais acheter* distorted the message they were trying to convey. Some candidates further compromised their message with the use of *pour mon/votre anniversaire* or *pour mon ami(e) anniversaire.* Some candidates used *gateux* for *gâteau* or football for *ballon* and these could not be rewarded.

Overall, candidates have done well in **Question 2**. Many approached each task in the correct time frame and with the required amount of detail. They also used a variety of simple connectors such as *car*, *parce que*, *ou*, *mais* and *et* to provide further information and opinions.

Question 3 (a): Ma photo préférée

Task completion

For **Task 1**, candidates were asked to describe their favourite photo. The present tense was expected for this task. Many candidates successfully completed the task by writing *dans ma photo préférée, il y a ma famille au bord de la mer/à Paris*. Candidates who described the photo in the past tense could only achieve partial communication. Some candidates who had accurately copied the title *Ma photo préférée* then used a masculine form to refer to it in their essay.

Task 2 invited candidates to describe what had happened the day the photo was taken. Many candidates wrote very lengthy accounts of the whole day and included details which lacked relevance. Those who related a memorable incident which resulted in the photo being taken fared much better. They were able to describe succinctly what the photo described. Many candidates described a family or friends gathering or a photo taken during an outing. Many candidates tried to use the passive voice to express *quand la photo a été prise* but could not manage the correct form for *être* or the correct past participle for *prendre*. Those who stated *mon père/ma sœur a pris la photo quand je coupais mon gâteau/j'ai gagné la compétition*/etc. were able to give a much clearer message.

Task 3 was usually well done as candidates could easily adapt the word order in the question and add a reason, e.g. *cette photo est importante pour moi parce que c'est une photo de toute ma famille ensemble*. Many candidates explained that a person in the photo was no longer with them, e.g. *mon amie a déménagé peu après.*

For **Task 4**, candidates had to explain whether they preferred taking photos or videos. Whilst many favoured taking photos because *c'est plus facile* or *ça prend moins de place dans la mémoire de mon portable*, others thought that videos *sont plus vivantes car on peut voir et entendre les personnes*.

Task 5 was set to ask candidates what they would like to photograph if they were a journalist. Their answer was expected to be formulated in the conditional. Many candidates were able to manipulate the two verbs of the question to accurately state *si j'étais journaliste, j'aimerais photographier des animaux*.

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Many candidates did not read the task carefully enough and missed *qu'est-ce que* in the question. Their answers explained why they would like to become a photographer rather than what they would like to photograph. There was much confusion with the word *photographier* as many thought it was a noun.

Range

Candidates need to demonstrate that they can not only use simple structures, but also include more complex ones. Candidates were given the opportunity to compare in **Task 4** and many were able to provide very good justifications such as *j'aime mieux prendre des photos car c'est plus facile et ça prend moins de place sur mon portable.*

Candidates should also aim at using extended sentences which offer a variety of linking words and expressions such as *puis*, *ensuite*, *d'abord*, as well as more complex subordinate conjunctions (*puisque*) and relative pronouns (*qui*, *que*).

Accuracy

Accuracy focuses on grammatical awareness such as word order, the correct formation of verbs, subject-verb agreements, adjectival agreements, possessive adjectives, gender of nouns and spelling.

Candidates are advised to proofread their essay very carefully to correct spelling errors. The gender of *photo* was often inaccurate despite the title which indicated that *photo* is a feminine word. Adjectives also need to be checked carefully to ensure that they are placed correctly and have the required endings. Many candidates missed the agreement at the end of *préférée* and *importante.*

Question 3 (b): Un problème à l'hôtel

Task completion

For **Task 1**, candidates were expected to give details about their stay in a hotel. A simple sentence such as *j'ai passé une semaine dans un hôtel à Paris* was sufficient to successfully complete the task. Many candidates added extra details to describe their stay. They often mentioned with whom they were or the activities they were able to do at the hotel. Many candidates omitted the first task as they stated *j'ai eu beaucoup de problèmes à mon hôtel.* Others gave a description of the hotel, e.g. *l'hôtel est petit, il se trouve dans la campagne, il y a une piscine*. These did not fulfil the requirements of the task. Some candidates used *habiter* rather *than rester*, *séjourner* or *loger.*

For **Task 2**, candidates had to give details about the problems they had experienced at the hotel. Some complained that *la chambre était trop petite,* which was sufficient to complete the task. Many wanted to say that something in the room was not working but were not aware that the verb *marcher* was required in this context and that the use of the verb *travailler* did not convey the expected message. Many made full use of *il y avait/il n'y avait pas* to describe the problems e.g. *il n'y avait pas d'eau chaude* or *il y avait des cafards dans la chambre*.

Task 3 required the candidates to give their opinion about the hotel personnel. Many thought that as *personnel* was a collective noun, they could use a verb in the plural form to express their feelings, but a mismatch between the subject and the verb resulted in ambiguity.

Task 4 was in two parts. Candidates had to say whether they preferred spending their holidays in a hotel or holiday home and explain why. This task was quite successful and many candidates could state *je préfère les vacances à l'hôtel car il y a plus de choses à faire*. Those who favoured staying in a holiday home often explained that *c'est moins cher* or *on est plus indépendant.* A few candidates could not spell *je préfère* correctly.

For **Task 5**, a verb in the conditional was required to describe what the candidate's ideal holiday would be. Many candidates were able to adapt the language used in the question to give a very satisfactory answer e.g. *mes vacances idéales seraient dans un grand hôtel au bord de la mer.* Another successful approach was with the use of *je voudrais* or *j'aimerais…*

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Range

Many candidates were able to link their ideas using some of the complex structures listed in the syllabus. They used a variety of connectors *(mais*, *alors*, *donc* and *en outre*) and some adverbs (*malheureusement*, *souvent*, *partout* and *vraiment*) to produce sentences of varying length.

To enhance their chances of achieving marks in the top bands, candidates need to offer a variety of grammatical structures as well as subordinate and relative clauses. They also need to show that they are in control of the simple structures that they use. At the planning stage, it would be very helpful if they listed the vocabulary which they need to complete each task.

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. Verbs are critical to the passing of information and it is therefore essential that they are used accurately.

Candidates must ensure that they know the correct words, whether nouns, verbs or adverbs to fulfil the tasks. Errors such as *travailler* instead of *marcher*, *mal* instead of *mauvais* and 'convenient' for *pratique* were very common. The word *vacances* appeared as a plural noun in several of the tasks, but many candidates used it as a singular noun.

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Paper 0520/43
Writing

Key messages

Candidates are advised to:

- use single words and not to reuse examples when completing the form in **Question 1**
- respond to all parts of **Question 2** in the tense indicated
- use simple 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
- give brief additional details in response to individual tasks in **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 there for guidance and is not mandatory
- present all work legibly and not to write in ink over a draft in pencil.

General comments

Candidates must remember to frame their answers in the tense used in each individual task. In the case of both **Question 2** and **Question 3**, candidates who responded in a different tense from the one indicated did not fulfil the requirements for *Task Completion*. The correct subject-verb accord is essential for success in both **Question 2** and **Question 3**.

It is important to be able to understand and adapt the rubric. In **Question 2**, the use of *vous/votre* distorted the meaning of information which might otherwise be considered relevant: *dans votre pays, il n'y a pas de saisons.* In **Question 3(b)**, candidates used the verb *préférer*, but 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.

Few candidates crossed out important details to meet the recommended word count. Rash editing can significantly reduce marks. The aim should be to respond within the word count but if an answer is longer than recommended, the whole piece will still be considered. Short pieces will not display the expected range of detail and linguistic variety, overlong answers are at risk of being less accurate. Candidates should be aware of the criteria for *Task completion* which make specific reference to the issue of relevance.

Comments on specific questions

Question 1: Vous commandez un repas en ligne

Most candidates were able to identify a day in **Task 1**. Some days are easier to spell than others. In **Task 2**, the rubric gave the context as *plats chauds* and candidates were rewarded for anything which might be cooked. For **Task 3**, any vegetables, cooked or raw, were rewarded and for **Task 4**, most candidates were able to provide some suitable dessert.

Question 2: Le temps et le climat

For **Task 1**, a simple statement such as *il y a du soleil, il fait chaud* or *il pleut* was sufficient, but some candidates had difficulty expressing what the weather was like. For **Task 2**, candidates usually managed to give simple details about a typical summer day, such as *je vais à la plage, je joue au tennis* or *je nage dans ma piscine*. **Task 3** was a straightforward task for most candidates who usually stated that they stayed at

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home or watched TV when the weather is bad. Many candidates were able to convey some notion of the lack of variation in seasons in their country in **Task 4**. A conditional tense was required in **Task 5** to express where the candidate would like to spend their winter. Some expanded their answers with relevant details.

Question 3(a): J'ai perdu mon téléphone portable

Task completion

In **Task 1**, candidates were able to convey some relevant information about the loss of their mobile phone, e.g. *j'ai oublié mon téléphone à l'école*, but many were not confident about the use of the perfect tense, e.g. *je laissé mon portable dans le bus.*

It was necessary to use a past tense in **Task 2**, e.g. *j'ai été fâché*, *j'étais triste*, but many candidates could not express successfully their reaction to the loss in that tense.

In **Task 3**, candidates were usually more successful in giving their explanation about the importance of their phone, e.g. *j'utilise mon portable pour parler à mes amis*, *pour écouter de la musique.*

Only a few candidates realised that they needed to use a future tense in **Task 4** to explain how they were going to manage without their mobile phone, e.g. *je vais acheter un nouveau portable*, *je vais utiliser mon ordinateur pour contacter mes amis*, *je vais utiliser le vieux portable de ma mère.*

Very few candidates understood that that it was their parents' reaction that mattered in **Task 5**, e.g. *mes parents pensent que les portables sont dangereux.*

Range

To access high marks for *Range*, candidates need to include a greater variety of linking words, e.g. relative pronouns and conjunctions, and use more complex structures. The use of object pronouns, infinitives after prepositions or modal verbs, comparisons and adverbs would enhance the complexity of their writing.

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. Candidates need to spend time checking the accuracy of their essay. There were some frequent errors which had an impact on the critical messages. Verbs are critical to the effective passing of information. It is vital that candidates show their ability to manipulate verbs consistently in a variety of tenses and persons.

Question 3(b) : Les activités à l'école

Task completion

In **Task 1**, a simple statement such as *j'ai fait de la danse* was sufficient to complete the task. Candidates suggested a variety of activities, but success was dependent on the correct use of a past tense.

Candidates were usually able to describe what they liked the most that day in **Task 2**, but in **Task 3**, some candidates did not have the linguistic skills to express what they had found difficult.

Candidates generally stated a preference for sport in **Task 4** and gave a clear reason. This was done well by most candidates.

In **Task 5**, candidates needed to refer to an activity outside of school. Candidates who referred to an activity at school did not complete the task.

Range

Many candidates relied on the repetition of *parce que* or *car* as their main connectors. They used simple structures and there was little evidence of complex structures.

To access high marks for *Range*, candidates need to include a greater variety of linking words, e.g. relative pronouns and conjunctions, and use more complex structures. The use of object pronouns, infinitives after prepositions or modal verbs, comparisons and adverbs would enhance the complexity of their writing.

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