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FRENCH

Paper 0520/11
Listening

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

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

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

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

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

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

General comments

The November 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

Overall candidates performed well in this exercise. The extracts were short, straightforward interactions. Most candidates answered **Questions 1**, **2**, **3** and **4** successfully. In **Question 5**, just under half the cohort were familiar with *montre*. In **Question 6**, over half the candidates knew *brouillard;* those who answered incorrectly mostly chose options **C** and **D**. **Question 7** was attempted well with three quarters of candidates recognising *lave-vaisselle.* Similar numbers answered **Question 8** successfully, with options **B** and **C** the most common incorrect answers.

Questions 9–14

In this exercise, candidates heard a longer extract about an advertisement for a holiday centre in the Savoie region in France. Overall, candidates performed well in this exercise.

In **Question 9**, nearly two thirds of candidates understood *chalet* and selected option **B**. Many candidates answered **Questions 10** and **11** successfully. In **Question 12**, over a third of candidates did not recognise *lapins* and option **A** was the most common error. Many candidates understood *pharmacie* in **Question 13**. Nearly three quarters of candidates were familiar with *yaourt* in **Question 14**; option **D** was the most frequent error.

Questions 15–19

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

Questions 15 and **16** were attempted well; there was no clear pattern in the incorrect answers. Over two thirds of the cohort answered **Question 17** correctly; the most common error was option **B**. Over three quarters of candidates answered **Question 18** correctly and matched *on aime tous regarder ensemble avec mes parents et ma petite sœur* with option **B**. Similar numbers answered **Question 19** successfully, with option **E** the most common error.

Questions 20–28

In this exercise, candidates heard an interview in two parts, first with Amandine, then Claire, two sisters who are professional singers. The exercise represented a step up in the incline of difficulty of the test.

In **Question 20**, many candidates correctly chose option **C**. Three quarters of candidates answered **Question 21** successfully; those who answered incorrectly did not identify the different time frames and selected distractor **A**. **Question 22** was attempted well; some candidates did not recognise *nous évitons* and incorrectly chose distractor **A**. In **Question 23**, over two thirds of candidates correctly chose **A**; those who answered incorrectly missed the negative in *je n'ai jamais pris de cours* and selected distractor **B**. **Question 24** was challenging. Under half the cohort successfully matched *joyeuse* and *on aime rire*; an equal number of candidates selected distractor **C**, which applied to Amandine's sister.

Question 25 was attempted well. **Question 26** was the most challenging with under a quarter of the cohort correctly selecting **C**; over half the candidates chose distractor **A** which referred to famous singers, not the sisters. **Question 27** was also demanding; over a third of candidates successfully matched *met rarement* with *presque jamais* and chose **A**, whilst half the candidates did not identify the time phrases and chose distractor **C**. In **Question 28**, under half the candidates successfully chose **C**. As many candidates missed the key word in the extract (***avec*** *nos instruments de musique*) and incorrectly chose distractor **A**.

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Questions 29–34

In this exercise, candidates heard an interview with Noémie, a rugby player in La Réunion. This was an appropriately demanding exercise at this stage of the paper.

Nearly half the candidates correctly selected option **A** in **Question 29**; almost as many missed *parfois* and incorrectly chose distractor **C**. **Question 30** was attempted well by three quarters of candidates; distractor **A** was the most common error. For **Question 31**, over two thirds of candidates understood *ce qui était encore mieux* which introduced the key and chose **B**. Nearly two thirds of candidates also selected the correct answer for **Question 32**; distractor **D** was the most frequent error. **Question 33** was demanding and under half the candidates understood the comparison between a class and a rugby team, and the importance of teamwork; over a third of candidates heard *des vidéos* and incorrectly chose distractor **C**. **Question 34** was the most challenging in this exercise, with under half the candidates successfully matching *je pensais seulement à me faire plaisir* with **C**; distractors **B** and **D** were the most common errors.

Questions 35–37

In this exercise, candidates heard an interview with Ulysse who talked about a new kind of shop. 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; two thirds of the cohort successfully selected options **B** and **D**. Some candidates missed *énormément* in the first exchange and chose distractor **A**; others perhaps assumed clients would be responsible for the cleaning and wrongly chose distractor **E**. For **Question 36**, over half the cohort successfully chose **A**. Fewer than a quarter of candidates selected **E**. Nearly half the candidates heard *accessoires* and incorrectly chose distractor **D**; they needed to listen carefully to the rest of the sentence, *mais je n'en ai jamais besoin*, which ruled it out. **Question 37** was the most demanding in this exercise; under half the cohort understood *a de plus en plus de succès* and successfully selected option **B**. Only a small number of candidates understood *pour moi, il est important de faire moins d'achats* and chose option **C**. Nearly two thirds of candidates did not recognise the different time frames (*j'ai découvert une nouvelle forme de recyclage / voudrait découvrir…*) and incorrectly chose distractor **E**.

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FRENCH

Paper 0520/12
Listening

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

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

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

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

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

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

General comments

The November 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.

Most candidates answered **Question 1** well. In **Question 2**, under half the candidates were familiar with *escalier* and option **A** was the most common error. **Question 3** was attempted well. In **Question 4**, over two thirds of candidates understood *neiger.* Options **A** and **C** were the most frequent incorrect answers. Over half of candidates were familiar with *vieux quartier* in **Question 5** but a quarter incorrectly opted for **D**. In **Question 6**, nearly two thirds of the cohort understood *les pulls*. **A** and **D** were the most common errors. **Question 7** was attempted well, although some candidates confused *portable* and *portefeuille.* Many candidates answered **Question 8** successfully.

Questions 9–14

Here candidates heard a longer extract which featured information about Quebec City, in Canada. Overall candidates performed very well in this exercise.

For **Question 9**, some candidates incorrectly chose **A** instead of **B**, le *bus touristique.* Many candidates understood *parking* in **Question 10** and most answered **Question 11** correctly. Some candidates did not recognise the time in **Question 12** or *des frites* in **Question 13**. In **Question 14**, many candidates identified *terrasse.* 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 books and magazines. Overall candidates performed well in this exercise.

Over two thirds of candidates answered **Question 15** correctly and matched *les lire plusieurs fois* with **B**. The most frequent incorrect answer was option **A**. **Question 16** was attempted well; the most frequent incorrect answers were options **D** and **E**, which candidates perhaps assumed was the most likely to match historic novels. For **Question 17**, over half the candidates successfully matched *en ai parlé avec mes copains* with *en a discuté avec ses amis;* option **A** was the most frequent error. **Question 18** was the most challenging question in this exercise and under half the candidates selected option **A**; options **D** and **E** were the most frequent errors. Just over half answered **Question 19** successfully, with **F** the most common incorrect answer.

Questions 20–28

In this exercise, candidates heard an interview in two parts, first with Jules, then Chloé, who live in Ho Chi Minh City, in Vietnam. The exercise represented a step up in the incline of difficulty of the test.

Nearly two thirds of candidates answered **Question 20** successfully and chose **A**; most of those who answered incorrectly heard *toujours,* which referred to Jules' passion for Asia, and chose distractor **B**. **Question 21** was the most demanding. Under half the cohort successfully selected **C**, as many heard *vietnamiens* and incorrectly chose distractor **A**. For **Question 22**, over half the cohort understood *c'est un vrai plaisir* and selected **B**. A third of candidates heard *la chaleur* and incorrectly selected distractor **C**. **Question 23** was also answered correctly by just over half the cohort; most of those who answered incorrectly heard *stressés* and selected distractor **B**, although the adjective referred to people in Paris. **Question 24** was attempted well.

Over three quarters of candidates answered **Question 25** correctly. Most of the candidates who answered incorrectly chose distractor **A**, a job that Chloé mentioned in relation to her father. Many candidates successfully answered **Question 26**; distractor **C** was the most frequent error. In **Question 27**, three quarters of candidates successfully chose **B**; distractor **A** was the most frequent error and perhaps

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candidates assumed that being self-employed, Chloé would work at home. **Question 28** was demanding and just under half the cohort selected the correct option **A**, whilst nearly as many chose distractor **C**. Candidates needed to listen carefully to select what Chloé likes the most, which was introduced by *ce que j'apprécie le plus* in the extract.

Questions 29–34

In this extract, candidates heard an interview with Hugo who talked about his surfing trip around Europe. This was an appropriately demanding exercise at this stage of the paper.

For **Question 29**, nearly two thirds of candidates chose the correct answer **B**. Distractor **C** was the most common incorrect answer. Under half the cohort answered **Question 30** successfully. Many candidates heard *la plage,* where Hugo sometimes slept, and incorrectly chose distractor **C**. Under half the cohort also attempted **Question 31** successfully. Distractors **B** and **D** were the most frequent errors. **Question 32** was challenging. Over a third of candidates understood the reason for the call and selected **D**, whereas nearly half heard *le voyage* and incorrectly selected distractor **C**. **Question 33** was also challenging and only a small number of candidates understood that people's attitude to litter in the sea was what bothered Hugo the most. Many candidates incorrectly chose distractor **D**. Candidates needed to listen carefully as *mais le pire* introduced the key. **Question 34** was demanding. Over a third of candidates selected the correct answer **D**; those who answered incorrectly mostly chose distractors **A** and **B**.

Questions 35–37

In this exercise, candidates heard an interview with Nadège, a teacher at École Espoir, in Marseille. 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 the most challenging question in this exercise. Despite the clue in the rubric that École Espoir is a different kind of school, only about a quarter of candidates successfully chose option **A**; fewer successfully selected option **C**. Half the candidates incorrectly chose distractor **E**; they needed to listen carefully as it was employers who gave mock interviews, not Nadège. For **Question 36**, nearly a third of candidates correctly chose option **C** and nearly three quarters option **E**. Option **B** was a strong distractor for nearly half the cohort. Candidates needed to listen carefully to understand that the students organise the work placements themselves, rather than the school as distractor **B** suggested. **Question 37** was also a challenging question; under a quarter of candidates successfully selected option **A**, and a quarter option **E**. Nearly half the cohort heard a reference to working in groups and opted for distractor **B**. They needed to listen to the whole section as Nadège added that she also works with students individually, which she prefers. Option **D** was also a strong distractor for over half the candidates who did not identify the recent past in *vient d'être employée comme cuisinière.*

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FRENCH

Paper 0520/13
Listening

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

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

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

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

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

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

General comments

The November 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 very well in this exercise. Most candidates answered **Questions 1**, **2**, **6** and **7** successfully. For **Question 3**, some candidates chose option **B** (*chien*) instead of **D** (*chat*). A few candidates did not recognise *vélo* in **Question 4**. For **Question 5**, some candidates were not familiar with *pâtes*, and chose options **A** and **B** instead. For **Question 8**, some candidates did not identify *équitation* and chose options **C** and **D** instead.

Questions 9–14

Here candidates heard a longer extract which featured an advertisement for a town in the Auvergne region in France. Candidates performed very well in this exercise.

Most candidates chose the correct answer for **Questions 9**, **10** and **14**. For **Question 11**, nearly a fifth of the candidates did not recognise *lire*; they mostly chose options **A** and **B** instead. For **Question 12**, three quarters of candidates understood *bijoux* and selected **B**; the most frequent incorrect answer was option **A**. For **Question 13**, nearly a fifth of candidates were not familiar with *les feux*; option **B** was the most common error.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between Nicolas and a friend who were discussing activities for the following weekend. Candidates performed well in this exercise.

Many candidates answered **Questions 15** and **17** successfully; there was no real pattern in the incorrect answers. For **Question 16**, three quarters of the candidates matched *ce n'est pas ouvert le dimanche* with **C** (*c'est fermé ce jour-là*). A similar number of candidates chose the correct answer for **Question 18**, with option **E** the most frequent incorrect answer. **Question 19** was attempted well; candidates who did not match *on rencontre toujours des copains* with **B** (*Nicolas y retrouve des amis*) usually chose options **C** and **F**.

Questions 20–28

In this exercise, candidates heard an interview with Théo about his work as an activity leader at summer camps. The exercise represented a step up in the incline of difficulty of the test.

Question 20 was the most challenging question in the exercise. Candidates needed to listen carefully to the sequence of events; over half the candidates heard *après mon bac* and incorrectly chose distractor **A** instead of **B** (which matched *quand j'étais au lycée*). Three quarters of the candidates answered **Question 21** successfully; those who answered incorrectly usually missed the negative in *je n'avais pas d'expérience* and selected distractor **B**. **Questions 22**, **23** and **24** were attempted well. For **Question 22**, distractor **B** was the most frequent error. Most of those who answered **Question 23** incorrectly heard *le ski* and selected distractor **C**, although Théo said just afterwards, *ce n'est pas pour moi*. For **Question 24**, distractor **A** was the most common error.

Many candidates answered **Question 25** successfully, with distractor **A** the most frequent error. For **Question 26**, nearly a quarter of candidates did not hear the negative in *on ne se repose pas beaucoup* and incorrectly chose distractor **A**. **Question 27** was demanding; just under half the cohort selected the correct answer **C**; candidates who did not identify *avant tout* in the question selected distractor **B**. **Question 28** was attempted well, with distractor **B** the most common error.

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Questions 29–34

In this extract, candidates heard an interview with Amélie who talked about her walk to the Mont St Michel, in France. This was an appropriately demanding exercise at this stage of the paper.

In **Question 29**, nearly two thirds of the candidates successfully matched *faire quelques courses dans les boutiques* with answer **C**; distractor **D** was the most frequent error. **Question 30** was attempted well; some candidates heard *aime marcher* and incorrectly selected distractor **D**. Nearly two thirds answered **Question 31** correctly, with no clear pattern in the incorrect answers. For **Question 32**, over half the cohort understood that the hotel owner had recommended the walk and chose **A**; incorrect answers were equally split between distractors **C** and **D**. For **Question 33**, over half the candidates successfully matched *ce qui m'a plu surtout* with *a apprécié le plus* and selected **C**; those who answered incorrectly chose distractors **B** and **D**. For **Question 34**, nearly three quarters of the candidates selected the correct option **C**. Most of those who answered incorrectly assumed that Amélie would want to return with friends and chose **A**, the plausible option.

Questions 35–37

In this exercise, candidates heard an interview with Saïd who talked about a Day of Action for the Climate in France. For each question, candidates had to identify **two** correct statements from a choice of five. This was an appropriately challenging exercise at this stage of the paper.

Question 35 was the most challenging and just under half of the cohort correctly chose option **C**; some of the tenses in the passage were demanding (*Pierre aurait aimé…mais son père n'a pas voulu*) and about a third incorrectly chose distractor **B**. Over half correctly opted for **E**. For **Question 36**, the vocabulary of recycling was well known and nearly two thirds of candidates correctly chose option **B**; about a third missed *ça fait longtemps que mes parents* and incorrectly selected option **A**. Just under half the cohort successfully chose option **D**; a quarter heard *la télévision* and incorrectly opted for **E**. **Question 37** was attempted well with over two thirds of the candidates successfully choosing option **A** and under half option **D**. Some candidates did not recognise *encore beaucoup trop d'élèves… viennent au lycée en voiture* and chose distractor **B**. Over a third of candidates wrongly selected distractor **E**; they needed to listen to the beginning of the last sentence carefully to understand that the school's chef does not often prepare vegetarian meals, rather that it is one of Saïd's wishes.

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FRENCH

Paper 0520/21
Reading

Key messages

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

- avoid answering in full sentences when it is not required
- ensure that their response answers the question set
- avoid leaving blanks in multiple-choice questions.

General comments

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

Comments on specific questions

Question 1

Overall, candidates performed well on this exercise. For **1(a)**, some candidates answered **E** instead of **F**, presumably in response to the word *regarde*.

Question 2

Full marks were common for this exercise, but some candidates answered **C** instead of **D** for **2(d)**.

Question 3

Overall, this exercise was answered well, but a few candidates answered **3(d)** incorrectly. **3(g)** was the most challenging question, with some candidates answering **A** instead of **B**. These candidates did not recognise the word *voir* in the text.

Question 4

For this exercise, candidates were required to read a more extended text about Luc who went on a school trip to England. Most questions could be answered by lifting a small number of words from the text, but some answers also required a minor manipulation. 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 *il* and changing the verb if necessary. Candidates are therefore advised to answer with the minimum number of words. In **4(f)**, *gentille* was all that was required to answer the question.

Some candidates missed out or added words in their answers and thus changed the meaning. In **4(d)**, *Londres* on its own was not enough as Luc stayed in a small town next to London (*une petite ville près de Londres*). In **4(k)**, the addition of *souvenirs* invalidated an otherwise correct answer, e.g. *des photos et des souvenirs*.

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Question 5

For this exercise, candidates had to match a series of descriptions with statements from people looking for a suitable theme park. 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 in a theme park, for example the type of park, accommodation needs, transport options and the age of the family members. 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.

Description **7** was a frequent incorrect answer for **5(a)**, despite the statement saying that the children are not old enough for big parks.

Question 6

This final exercise about Monique, a grandmother who decided to clean beaches, 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)**, some candidates answered that Monique was retired, which did not answer the question asked. A significant number of candidates did not understand **6(b)**, **6(c)** and **6(d)** and selected the wrong part of the text. **6(e)** was answered well. In **6(f)**, candidates often used an incorrect tense to answer the question. The first part of **6(h)** was answered well, but for the second part, candidates needed to change *mon* from the text to *son* to answer the question correctly. **6(g)** was the most challenging question and many candidates answered incorrectly with *qui la félicitent*, which did not answer correctly the question asked. Overall, **6(h)** and **6(i)** were answered well.

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FRENCH

Paper 0520/22
Reading

Key messages

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

- only select the information from the text that answers the question (**Questions 4** and **6**)
- bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct.

General comments

Candidates appeared to have sufficient time to complete the paper, and most candidates were appropriately entered for the examination. Very few candidates left more than a couple of questions blank.

Comments on specific questions

Question 1

Overall, candidates performed very well on this question. Some candidates reversed the answers to **1(b)** and **1(e)**.

Question 2

This was a familiar vocabulary area, but some candidates answered **C** instead of **G** for **2(a)**, and the answers to **2(d)** and **2(e)** were frequently reversed.

Question 3

This exercise was accessible for candidates. **3(f)** and **3(g)** were the most challenging questions, although there was no pattern of incorrect answers. Some candidates incorrectly chose **B** for **3(b)**, despite the aunt not being mentioned in the text. Option **A** was a common incorrect answer for **3(d)**.

Question 4

For this exercise, candidates were required to read a more extended text about Martin who went camping with his friend Lucas. The text was mostly straightforward, and the vocabulary covered familiar topics.

Overall, candidates performed well on this exercise. The text was written in the first person, and the questions used the third person. Most questions could be answered by lifting a small number of words from the text, but some answers also required a minor manipulation. 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 *il* and changing the verb if necessary. Candidates are therefore advised to answer with the minimum number of words.

In **4(c)**, a few candidates added *il nous a dit* and therefore invalidated an otherwise correct answer. In **4(g)**, *des frites* was not enough to answer the question correctly, as Martin bought the chips rather than made them. In **4(i)**, a few candidates wrote *orange* instead of *orage* and the addition of *même* in the answer was an invalidation.

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Question 5

For this exercise, candidates had to match a series of descriptions with statements from people looking for a suitable hotel. 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 in a hotel, for example facilities available, price, acceptance of dogs and proximity to specific things such as motorways or winter sports. 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 example, description **8** was tempting as an answer to **5(b)**, but the end of the text made it clear that the hotel was not suitable for children. Candidates who chose description **4** for **5(d)** may not have recognised the word *interdits* and thought the hotel accepted dogs.

Question 6

This final exercise about Patricia, who tries to live ecologically, 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.

Overall, **6(a)**, **6(e)**, **6(f)** and **6(h)** were answered well. In **6(b)**, candidates misunderstood *qu'est-ce qui* and thought that the answer was a person, often selecting *cette jeune femme* from the text. In **6(c)**, candidates tended to write a response that contained the answer rather than answering the question asked. Candidates often selected the wrong part of the text to answer **6(d)**, which indicated that they had not understood the question. No verb was required to answer **6(g)**, but many candidates chose to use one and mis-conjugated it, therefore invalidating their answer. Candidates often misunderstood **6(i)**.

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FRENCH

Paper 0520/23
Reading

Key messages

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

- read all questions carefully
- ensure that any changes to an answer are clear and unambiguous
- avoid answering in full sentences when it is not required.

General comments

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

Comments on specific questions

Question 1

Candidates performed very well on this exercise.

Question 2

Candidates performed well on this exercise.

Question 3

Candidates performed very well on this exercise.

Question 4

For this exercise, candidates were required to read a more extended text about Annabelle who had a disastrous start to her holiday. Most questions could be answered by lifting a small number of words from the text, but some answers also required a minor manipulation. 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.

Overall, candidates performed well on this exercise. In **4(d)**, some candidates incorrectly answered with the distractor *trente minutes*. In **4(i)**, candidates needed to change *ma mère* from the text to *sa mère* to answer correctly.

Question 5

For this exercise, candidates had to match a series of descriptions with statements from people looking for a job. 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.

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Each person's statement gave specific requirements for what they were looking for in a job, for example fixed-term or permanent, in a coffee shop or in a restaurant. 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.

Some candidates gave more than one number for a statement and marks could not be awarded as it was unclear which answer was intended to be the correct one.

Question 6

This final exercise about Serge who started running 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.

Stronger responses were concise and straightforward, avoided adding irrelevant or unnecessary information and presented verb forms reasonably accurately. Weaker responses tended to be more lengthy lifts from the text, sometimes targeting the incorrect information. Candidates should be aware that the questions follow the order of the text.

Candidates answered **6(a)** well. For **6(b)**, the answers required some manipulation of the verbs, and this was usually achieved successfully by stronger candidates. Overall, **6(c)** was answered well. For **6(d)**, many candidates omitted *quand* in their answer. Weaker candidates either offered no answer to this question or targeted the wrong part of the text. For **6(e)**, candidates needed to manipulate the text to answer correctly. For **6(f)**, candidates also needed to manipulate the text. Those who correctly manipulated the pronoun sometimes invalidated their answer by adding *dans le même jardin public* or omitting an important detail such as *près de.* Stronger candidates generally answered **6(g)** successfully. Several candidates selected the wrong information for **6(h)**. For **6(i)**, some candidates invalidated their answer by adding *ajoute-t-il*.

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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.
- 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 the 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 some 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 and 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 **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 gave candidates the time to answer the first question before asking 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 their 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 been completed efficiently. It is essential that all clerical work is checked carefully to ensure that candidates receive the correct mark. The mark recorded on the centre WMS must match the mark uploaded to the Submit for Assessment portal. When marks have been internally moderated, it is the internally moderated mark that should be uploaded to the Submit for Assessment portal. Centres generally made efficient use of the Submit for Assessment portal and were able to submit their samples correctly. Centres generally understood the requirements of the sample size and samples were usually correct.

Centres are reminded to consult the Samples Database at www.cambridgeinternational.org/samples to check how to submit their sample, the correct sample size, and the correct format of files to be submitted. Centres must remember to include the work of candidates at the very 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 exams and 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 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 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 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, discussing travel details, talking about a job, making a booking, reporting a lost item, and ordering in a restaurant 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. They did not require longer and more developed answers. Candidates mostly answered these two opening questions well. It was essential for candidates to be familiar with questioning formulations such as *À quelle heure ? Combien ? Quand ? Où ? Quel ? Comment ?* Weaker candidates did not 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 give opinions and simple explanations. Candidates should remember that on the role plays brief answers can be awarded full marks provided they are correct and appropriate. Candidates should aim for concise answers that communicate their message clearly and without ambiguity. 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 should also 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 *Préférez-vous passer vos vacances en famille ou avec des amis ?* was sometimes answered as *je préférais/préférer* 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 generally approached well. **Task 1** was sometimes misunderstood by some candidates who had not focused on the scenario in the preparation time. This led to answers that were not appropriate in the context of a French train station. Nearly all candidates were able to express a correct time in response to **Task 2**. On **Task 3**, most were able to say when they had arrived to complete the first part of the task. On the second part of the task, most could say what they had visited, but some candidates mistook the task as asking what they were going to visit and consequently gave an incorrect message. Most candidates were able to achieve at least partial completion by responding positively or negatively to the first part of **Task 4**. Most approached the second part well with the most common reason for liking train travel being that it is quick, and for disliking it being that it is dirty and/or overcrowded. **Task 5** was usually approached confidently, with most candidates recognising the need for a future time frame although some were unable to give a clear reason.

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Card 2 was approached well by candidates. **Task 1** and **Task 2** were generally answered with brief, appropriate responses to *Quand* and *À quelle distance*. Most candidates were able to give an appropriate reason for liking to stay in youth hostels in response to **Task 3**, with the most common reasons being because it is comfortable or because they can spend time with their friends. Most candidates were able to achieve at least partial completion of **Task 4** as they recognised *activités* from the question. Not all candidates were able to respond in a future time frame and some were unable to express a reason clearly. Only the stronger candidates recognised the need for a past time frame to discuss what they had already prepared in **Task 5**. It is useful to emphasise to candidates that if *déjà* is heard in a question they should be answering in a past tense.

On **Card 3**, most candidates understood the question in **Task 1** and were able to express a time clearly. On **Task 2**, some candidates did not understand the interrogative *comment* and were unable to reply with a means of transport. A number of candidates struggled to give a type of show in response to the first part of **Task 3**. Most were able to answer the second part of the task to say who they went with. **Task 4** was usually successful with most candidates giving a positive opinion and an appropriate reason. **Task 5** was generally answered competently with most candidates able to produce *je voudrais* followed by an appropriate infinitive. The most popular choice of activity was to go to a restaurant and most candidates were able to give an appropriate reason for their choice.

Most candidates made a good start to **Card 4** and were able to say which day(s) they worked on in answer to **Task 1**. The most common response for **Task 2** was *magasin de vêtements*. Some candidates who had not understood or focused carefully on the scenario in the preparation time responded with a type of job rather than a type of shop and these answers were not appropriate to the context. **Task 3** was generally approached well. **On Task 4**, a perfect tense was required to answer relevantly and appropriately. The stronger candidates were able to come up with relevant tasks that they had done at work such as helping people choose items, tidying up or working on the till and were then able to give their opinion. Weaker candidates found it a challenge to come up with appropriate ideas and express them in the correct time frame to complete this task. **Task 5** was generally more successful with most candidates recognising the need for a future time frame. Some candidates tried to give over-elaborate plans of what they were going to do with the money they earned, and such responses often led to ambiguity. Concise answers were usually the most successful.

On **Card 5**, the first two tasks were generally answered well. Most candidates were able to communicate a suitable activity in response to the first part of **Task 3**, although not all candidates were able to express this in a past time frame. Most candidates understood that the second part of the task *C'était comment ?* required a relevant opinion. On **Task 4**, most were successful on the first part of the task with the most popular choice being shopping with friends. Many candidates were able to give a relevant explanation, such as shopping with friends being more fun or friends helping to choose clothes, but some over-elaborate explanations led to some confusing messages. On **Task 5**, the question *Comment aimerais-tu passer la soirée ?* was not always understood and not all candidates were able to give a clear reason in the correct time frame.

Candidates made a good start to **Card 6**, and **Task 1** and **Task 2** were usually answered well. Errors of time frame were fairly common on **Task 3**. Other candidates were able to communicate well and show their understanding by answering briefly and appropriately. The first part of **Task 4** was usually successful. Candidates are familiar with the conditional tense of the verb *vouloir* to express a wish or intention, so those who chose to answer using a verb answered the first part of the task well. Not all candidates were able to maintain the future time frame in their explanation which led to some ambiguity in the second part of the task. Most candidates were able to express a preference for holidays with family or friends in response to the first part of **Task 5**. Not all candidates were able to give a clear reason why.

On **Card 7**, the first two tasks were generally answered well with most candidates able to clearly communicate their nationality and the colour of the wallet. On **Task 3**, some candidates found it more difficult to answer the *Quand* and *Où* questions clearly. **Task 4** was usually well understood. The first part of the task could be answered without a verb. In the second part, many candidates were able to pick up the conditional of the verb *vouloir* from the question and make the transformation to *je voudrais* followed by a correct verb in the infinitive. **Task 5** was usually understood with many candidates choosing French food as the thing they like the most in the country. Some candidates repeated *aimez* from the question leading to ambiguity of time frame.

Task 1 on **Card 8** presented a difficulty for some candidates as they did not seem to understand *mois*. Such candidates often gave a day or a time instead. **Task 2** was usually more successful with most candidates recognising the need for a number in response to *combien*. Most candidates were able to communicate at least one activity that they had done the last time they went to the mountains in response to **Task 3**. Not all

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candidates were able to respond in the correct time frame or were able to maintain the past time frame in their opinion, which led to some ambiguity in the second part of the task. **Task 4** was usually done well with most candidates able to choose between the two options offered in the first part of the question followed by a simple explanation for the second part. The most popular reasons were linked to comfort or price. **Task 5** was often less successful. Some candidates were unable to express clearly suitable preparations and others were unable to do so in the correct time frame. Stronger candidates mentioned what they were going to buy or how they were going to plan the route.

Most candidates made a good start to **Card 9** and were able to communicate suitable food for **Task 1** and drink for **Task 2**. **Task 3** was usually understood with most candidates able to express a preference and a relevant reason. There were some time frame errors as some candidates repeated *préférez* from the question when trying to use the verb in the first person singular. The first part of **Task 4** was usually done well with most candidates able to express a suitable moment in the past for their arrival in France. This could be answered briefly with no verb required. In the second part of **Task 4**, some candidates did not understand that the question was asking them to give an opinion of their journey and instead gave a means of transport. Most candidates gave a positive response to the first part of **Task 5**. Not all candidates were able to give a clear reason for wanting to come back to the hotel the following year. Stronger candidates were able to give suitable reasons such as finding the hotel comfortable or because it is in a beautiful region.

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 express opinions and give their reasons for their opinions.

Topic 1, ***La santé et la forme***, was a familiar topic for candidates. Candidates usually answered **Question 1** well. On **Question 2**, some candidates did not understand the interrogative *où* and talked about the different sports they do rather than where they do them, therefore giving an irrelevant response. On **Question 3**, candidates were required to describe recent sporting activities they had done and to give their opinion on these activities. Some candidates did not recognise the need for a past time frame to answer this question accurately and proceeded to talk about sports they did in general. Some candidates seem to be in the habit of beginning their sentences with *normalement* and this can lead to confusion. **Question 4** was not always understood by candidates, possibly because they were not familiar with the word *écran*. Most were able to understand the alternative question when this was used by the Examiner after one repeat of the first question. Stronger candidates were able to express convincing opinions on young peoples' screen time ranging from it being bad for their eyesight to it being an essential part of their social life. On **Question 5**, many candidates cited the need to eat more fruit and vegetables to improve their diet. The stronger candidates were able to employ a wide range of vocabulary to discuss the food they should aim to eat more of and the food they should avoid eating in the future. Some candidates misunderstood *régime alimentaire* and gave answers about their exercise routine which were not focused on the question.

Topic 2, ***À la maison***. Whilst this was a familiar topic for candidates, some did not understand or listen carefully enough to the questions asked. **Question 1** was answered well by some candidates who were able to demonstrate good use of appropriate daily routine vocabulary. Some candidates did not focus their answers on *quand tu te lèves le matin* and talked in general about what they do at home or at school and others thought the question was asking what time they get up. On **Question 2**, some candidates were not familiar with the word *pièce* and talked about what they have for breakfast rather than the room in which they eat it. Stronger candidates saw an opportunity to develop their answers here by talking about different rooms depending on whether it was a weekday or the weekend. **Question 3** gave candidates the opportunity to use past time frames and describe what they did at home the previous evening to relax. Stronger candidates were able to give full descriptions with relevant details. Some candidates did not fully focus their answer on the question, either missing *chez toi* and discussing outings to the cinema or a restaurant, or missing *pour te reposer* and talking about doing chores or homework. **Question 4** was usually well done. Some candidates were not familiar with *tâches ménagères*. These candidates were helped by the alternative question and demonstrated a better understanding of *pour aider à la maison*. Most candidates were familiar with the

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vocabulary necessary to discuss household tasks. On **Question 5**, most candidates were able to express a preference for living in a house or an apartment. The best responses were well developed with many saying they wanted the luxury of space and a garden or that they would prefer to live in a city apartment with lots of facilities nearby. Some candidates did not understand the future time frame and thought they were being asked their opinion on where they currently live. This led to a lack of clarity in some explanations.

Topic 3, ***Les loisirs***, was accessible to candidates. On **Question 1**, some candidates were unfamiliar with *pièce* and the verb *se reposer*. **Question 2** was generally well answered with stronger candidates able to discuss different TV watching habits at different moments in the week. Most candidates were able to give some information in response to **Question 3**, but some candidates did not pay attention to the detail *chez toi* in the question and not all the information given was fully relevant to the question. **Question 4** required candidates to discuss the importance of technology in the leisure activities of young people. Whilst the stronger candidates were able to discuss pastimes such as gaming and social media, not all candidates focused their answers on leisure and talked more about the advantages of technology for researching homework and keeping in touch with parents. On **Question 5**, many candidates were able to say what they would do if they were rich. Not all candidates heard or understood the end of the question *avec tes copains* so not all answers to this question were fully relevant.

On **Topic 4**, ***L'environnement construit***, most candidates were able to respond to **Question 1** with some candidates adding relevant detail to their response. **Question 2** was also a familiar question for most candidates and nearly all were able to give a description of their town or village. **Question 3** required candidates to describe a pleasant area in a town or city where they had been recently and say why they had enjoyed it. Many candidates misunderstood the question and thought they were being asked to describe their own local area. This often led to some repetition of information from the previous question. A significant number of candidates did not recognise that *récemment* was a cue for the past tense. Whilst the description of the area could be given in the present tense, any references to the walk around the area or what the candidate thought about it needed to be in a past time frame to make sense in the context of the question. Most candidates were familiar with suitable vocabulary to discuss the problem of pollution for **Question 4**. Stronger candidates were able to give well developed answers explaining the causes of pollution in cities with cars and traffic being the main culprits. **Question 5** was also approached well with most candidates able to give some suggestions for improvements to be made in terms of environmental protection in the future.

Topic 5, ***Le travail***, was a familiar topic and most candidates were able to answer **Question 1** well. Some candidates did not understand *argent de poche* in **Question 2**. Most candidates seem to understand that *combien* requires a number in response, although not all candidates were able to express a currency clearly. **Question 3** required candidates to talk about what they had done in the past to earn pocket money. This was an open question and stronger candidates were able to give well developed answers describing helping at home, making and selling items or doing a part-time job and what they thought of it. Most candidates were able to answer the first part of **Question 4** to say what career they would like to do in the future. Some candidates mistook *métier* for *matière* but were able to get back on track when the alternative question was used. Only the stronger candidates were able to give a clear and convincing reason for why they would be well suited to their chosen career. Here there was a wide range of answers from liking working with children to being good at science. Most candidates were able to choose one of the two options offered in the first part of **Question 5**. The most popular choice was *un travail intéressant* although not all candidates were able to express a clear reason for their choice.

Topic 6, ***Les pays, les nationalités et les langues***, was an accessible topic. **Question 1** and **Question 2** were usually answered well. Most candidates understood that **Question 3** was asking them to discuss the advantages of learning another language although not all candidates were able to express clearly what the advantages were. Stronger candidates mentioned the greater possibility for travel, the ability to communicate with other people and the access to other cultures. **Question 4** required candidates to describe a past family trip in a region of their own country. This was done well by some candidates who were able to provide relevant details in the past tense. Common errors here were either to answer in the present tense or to talk about a visit to another country rather than a region in their own. **Question 5** was usually understood and answered reasonably well with most candidates able to give some indication whether they would like to live in their own country or abroad in the future and the reasons for their choice.

Topic 7, ***La culture, les coutumes et les fêtes***, was generally approached well by candidates. Most candidates were able to say when their birthday was in answer to **Question 1** and were also able to say who they usually celebrate their birthday with for **Question 2**. **Question 3** was generally understood, and most candidates seemed to have had some practice talking birthday celebrations, although weaker candidates sometimes struggled to use and maintain the past time frame in their answer. In **Question 4**, although some candidates were able to say what clothes they would wear to a wedding, very few candidates were able to

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say what wedding present they would give. There were some good answers from those who understood the question with gifts ranging from key rings and sweets to household items, money and even cars. **Question 5** was more successful, and many candidates were able to talk about their plans for celebrating the end of their exams with their friends. These ranged from outings to a restaurant or cinema, to organising a party at school or going on a trip abroad.

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FRENCH

Paper 0520/41
Writing

Key messages

Candidates are advised to:

- respond to all the tasks in **Question 2**
- use a variety of linking words in **Question 2** when giving opinions and explanations
- give brief additional details in response to individual tasks in **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 tasks did not fulfil the requirements for *Task completion*.

It is important to be able to understand and adapt the rubric: the most effective responses came from candidates who used the question to frame their answers.

In both **Question 2** and **Question 3**, candidates used the verb *préférer.* They were not always secure in their spelling, sometimes rendering it as *je prefer.* It would be helpful for candidates to be able to distinguish between the verb *préférer* and the adjective *préféré*, both of which feature frequently in questions and answers.

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 voulez louer une maison de vacances pour l'été

Many candidates did not attempt this exercise.

For **Task 1**, candidates were asked to give an alternative month for when they wanted to rent the house. *Mai* was given as an example, but many candidates provided details about the house they required.

A region/area was expected in **Task 2** and Paris was a very common response. As the rubric did not state that the house had to be in France, any city was acceptable provided its French name was used (e.g. *Londres*, *Rome*, *Bruxelles*). Names of countries were not rewarded but *le sud/nord de l'Argentine* fulfilled the requirement of the task.

For **Task 3**, candidates had to provide the name of an electrical appliance they required. Items such as *machine à laver*, *lave-vaisselle* were expected. Very few candidates scored a mark for this task.

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For **Task 4**, candidates had to name two shops they wanted in the vicinity. Many successfully provided *boucherie* and *boulangerie*. For this task, the type of shops was expected so brand names were not acceptable.

Question 2: Moi et les autres

For **Task 1**, candidates had to give a short description of their best friend. Many candidates successfully completed the task, as they were able to list physical characteristics as well as qualities. In some responses, the confusion between the use of *être* and *avoir* (e.g. *elle a timide* or *il est les yeux bleus*) distorted the message being conveyed.

Candidates answered **Task 2** very well and could explain why the person was their best friend. Many mentioned *on a les mêmes intérêts* or *mon ami(e) est drôle.*

In **Task 3**, many candidates did not know the correct form of the first-person singular for *voir.* Whilst phonetically correct versions of *je vois* partially communicated, the use of *je veux* or *je regarde mon ami(e) au collège* could not be rewarded. Some candidates avoided the use of *je vois* by successfully stating *je vais au collège avec mon ami(e)* or *je sors avec mon ami(e) le week-end.*

Task 4 was done well. Candidates had to explain whether family or friends were more important to them. Many favoured their family above their friends as *ma famille est/sera toujours là pour moi.* Those who opted for their friends often mentioned *on peut choisir ses amis* or *on aime faire les mêmes activités.*

Task 5 required the use of the conditional to describe what they would like to do the following weekend. Candidates are now aware that either a future or a conditional tense will be required in one of the tasks. Many candidates used *je voudrais* followed by a verb in the infinitive successfully. Candidates who wanted to use the verb *aimer* in the conditional often missed out the *i* or did not use the correct ending for the verb. The use of a verb in the future tense only partially completed the task.

Question 3(a): Visite d'un parc aquatique

Task completion

For **Task 1**, candidates had to describe how they went to the park. The question word *comment* was not well known, and candidates often wrote about the people with whom they went. It is important to remember that the verb *aller* requires the indication of a place. *J'y suis allé(e)* or *je suis allé(e) au parc* was therefore expected to fully complete the task.

For **Task 2**, candidates were asked to write about what they had done during their visit. The meaning of *parc aquatique* was understood differently by candidates. For some it was a water park but for others it meant an aquarium. Both were acceptable.

Task 3 was framed in the present tense as candidates were asked to explain why they like water parks. The reasons given were very varied, but candidates who described what they liked about their recent visit had misread the question and only gave a partial response.

Task 4 was also phrased in the present tense and candidates were invited to make general comments about the possible disadvantages of water parks. Many successfully indicated *l'entrée est chère* or *il y a souvent beaucoup de monde.* As in the previous task, candidates who described the problems that they had experienced during their recent visit only partially completed the task.

Task 5 required the use of a verb in the conditional to describe what would be an ideal outing. Many completed the task successfully as they accurately used *je voudrais aller au bord de la mer/au cinéma*. Candidates seemed more aware that if the verb *expliquez* appears in the phrasing of the task, they need to provide extra details to ensure its completion. Many candidates included reasons for their chosen outing and with whom they would go. Candidates who had not read the task carefully enough used a verb in the future/present tense. Using the wrong time frame prevented them from completing the task fully.

To enhance their chances of scoring a high mark for *Task completion*, candidates are advised to check that the verbs they use are in the correct time frame and that their endings are accurate.

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Range

Very few candidates achieved high marks as their essays lacked the range of structures expected for the top band. Whilst many candidates could use extended sentences, these were often linked using *car* or *parce que.*

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

Key words such as *une visite*, *un parc aquatique*, *inconvénients* and *une sortie* were given in the rubric and the tasks, but candidates often misspelt those words or used the incorrect gender.

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. 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): Mon nouveau smartphone

Task completion

For **Task 1**, candidates were invited to explain the occasion for which they had been given a new smartphone. Many candidates successfully completed the task by stating *j'ai reçu mon nouveau smartphone pour mon anniversaire.* The use of *reçu* and *occasion* in the question indicated that they had been given the phone as a present, so candidates who stated *j'ai acheté mon nouveau smartphone le mois dernier* had misunderstood the task and therefore their response could not be credited. Candidates who used *j'ai receivé* and *votre nouveau smartphone* in their answer seriously compromised the message they were trying to convey.

Task 2 was phrased in the past and a similar time frame was expected in response. Many candidates accurately answered *j'ai pris des photos* or *j'ai bavardé avec mes amis.* Some candidates who had not read the question carefully enough used a present tense to answer the question. As the time frame was incorrect, they only partially completed the task.

For **Task 3**, candidates had to express an opinion about the rules regarding the use of their mobile phone in their school. Most were satisfied as they felt that *le règlement est juste,* explaining that you cannot concentrate in class whilst using your phone. Some compromised the message they wanted to communicate as they wrote *le règlement sont juste.* A few candidates objected *les professeurs sont strictes* and *je veux pouvoir utiliser mon portable pendant la récréation.*

Task 4 was phrased in the present tense and candidates were invited to make general comments about the possible disadvantages of mobile phones. Overall, this task was done well. Many candidates mentioned *ils coûtent cher* or *on peut devenir trop dépendant de son portable.* Some also mentioned the lack of physical contact or activity because of the amount of time spent on their phone.

Task 5 was the most challenging as candidates had to manipulate two verbs, one in the conditional and the second one in the imperfect. The correct form of *perdre* in the imperfect was not well known and many used *si je perdie* in their answer. What they would do was more successful as they could say *j'achèterais un autre portable* or *j'emprunterais le smartphone de ma mère*. For the task to be fully completed the two verbs had to be correct.

Range

Some candidates were able to link their ideas using complex structures listed in the syllabus. There was much evidence of an orderly approach with the use of adverbs to frame the narrative (e.g. *après*, *cependant*, *d'abord*, *ensuite*, *normalement*, *pourtant*, *puis* etc.). When giving their opinions in **Task 3** and **Task 4**, candidates sometimes used *je pense que, je trouve que* or *à mon avis*.

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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

Some candidates did not manipulate the rubrics/questions and ended verbs with *-ez* with *je*, *il*, *elle* or used *votre* instead of *mon/ma*, which distorted their responses.

The accuracy of spelling and gender, the use of the appropriate article, the placing and agreement of adjectives and elisions are all critical, as is the correct choice of verb tense and form. 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. The consistent use of greatly impedes communication.

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FRENCH

Paper 0520/42
Writing

Key messages

Candidates are advised to:

- use single words in **Question 1**, definite/indefinite articles are not required
- respond to all parts of **Question 2**, giving precise details in the tense indicated in the task
- use simple linking words e.g. *et*, *mais*, *car*, *parce que* in **Question 2**
- 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
- 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 tasks did not fulfil the requirements for *Task completion*.

It is important to be able to understand and adapt the rubric: the most effective responses came from candidates who used the question to frame their answers. For example, in **Question 2**, *Quelles activités peut-on faire…? On peut jouer au foot*.

There were many basic errors of spelling, grammar and structure: these compromised the mark for *Task completion* and for *Accuracy*.

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.

Candidates should not write a draft in pencil and then write over it in ink: the scanning process picks up both versions and work can be illegible as a result.

Comments on specific questions

Question 1: Vous cherchez un animal à adopter sur un site internet

Candidates were successful in naming an animal in **Task 1**: *chat*, *chien*, *cheval* were among the most popular responses. All animals were rewarded provided that the spelling was accurate or so close as to be unmistakable.

Identifying the colour in **Task 2** was also well done by the majority. It was expected that the colour be appropriate to the animal chosen.

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Some candidates did not understand *Taille* in **Task 3** and there were references to the gender of the animal. Those who knew what was required had little difficulty with the adjectives *grand*, *petit.* Candidates who chose to give a measurement, e.g. *50 cm*, were expected to give a realistic figure.

The straightforward responses to **Task 4** were *ans*, *mois* and *semaines*. Some chose to set a range by adding *à 4 ans* and such answers were rewarded. However, candidates who chose to ignore the rubric by giving, for example, *5 mois* did not receive a mark. Several candidates misspelt *mois* and wrote *moi*, *moine* or *moins.* These could not be awarded as they mean something else in French.

Task 5 was answered very well. Some candidates offered a date, e.g. *le 13 novembre*, and also gained a mark.

Question 2: Ma région

Candidates were able to convey where they lived in **Task 1** e.g. *j'habite à Rome en Italie*. This, while relevant, did not fully address the rubric which invited a description. Candidates who added details such as *c'est une ville historique*, *c'est très industriel*, *c'est au bord de la mer* fulfilled the requirement, as did those who suggested *il y a des montagnes*, *il y a un musée*, *un centre commercial*, *un collège, etc.*

The reference to the weather presented a problem for some in **Task 2** and sentence structure was often faulty. The possible answers should be well known to candidates e.g. *il fait chaud*, *il y a du soleil*, *il pleut.* Those familiar with the vocabulary made contrasts between different times of day and the variety of seasonal weather. Some candidates misspelt *fait* and wrote *il faut beau*.

Task 3 provided the basis for the answer but few chose to use the opportunity e.g. *on peut aller à la piscine*, *on peut faire une promenade à la rivière*, *on peut visiter un musée.* Some candidates answered rather obliquely using the pattern *il y a un cinéma*, *il y a un théâtre, il y a un centre commercial*: such details were partially successful as these statements did not convey what you can do.

There was a variety of ideas expressed in answer to **Task 4**: *je n'aime pas les embouteillages*, *c'est très bruyant*, *ma ville est polluée*, *mon collège est loin*. Some candidates confused *bruit* and *bruyant*. A small number of candidates did not recognise the negative in the question and wrote about what they liked about their area.

For **Task 5**, candidates needed to use a conditional tense, e.g. *je voudrais habiter au bord de la mer*, *j'aimerais habiter à Paris*, *je voudrais rester ici dans ma ville.* Some candidates forgot to adapt the verb and made their answer ambiguous, e.g. *j'aimeriez habiter au Canada.* Candidates are now aware that either a future or a conditional tense will be required in one of the tasks. Many candidates successfully conveyed the reason for their choice, thus adding relevant detail and showing their ability to link ideas, e.g. *parce que ma sœur habite là*, *car c'est près de la mer.*

Question 3(a): Une soirée d'anniversaire

Task completion

Task 1 and **Task 2** were generally answered well. Candidates were able to convey some relevant information in the perfect tense about the preparations for the party (e.g. *j'ai préparé un gâteau*, *j'ai nettoyé la maison*, *j'ai invité tous mes amis*) and about the events during the evening (e.g. *j'ai parlé à mon amie*, *nous avons mangé un gâteau au chocolat*, *on a dansé et chanté*). Candidates who mentioned what other people did were also rewarded. Some candidates wrote about their own birthday, others described the birthday of a family member or friend: all approaches were considered valid and were rewarded if the time frame was made clear and the subject/verb accord was correct. A small number of candidates wrote about their plans for a future party, which had an impact on the overall mark.

There was some clumsiness in the responses to **Task 3**, however many knew how to convey a simple idea successfully, e.g. *c'est important parce que je peux passer du temps avec mes amis.* A general comment was expected but some candidates referred to the specific birthday mentioned earlier, e.g. *j'ai pu voir mes grands-parents*. These responses were not completely discounted, but they were not in the present tense and therefore did not fulfil the task.

There was a similar issue in **Task 4** and candidates who offered comments such as *j'ai porté un pantalon noir et une chemise blanche* did not address the question appropriately. This was a straightforward question and many candidates responded using familiar and simple language, e.g. *j'aime porter une robe rouge*, *je*

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préfère porter un jean et un t shirt, *je porte toujours mes baskets.* Many expanded their answer with a reason such as *parce que c'est confortable*, *c'est élégant*, *c'est ma couleur favorite.*

A conditional tense was expected for **Task 5**. Responses covered a range of possibilities such as *j'aimerais célébrer mon anniversaire à Paris*, *j'aimerais aller au bord de la mer*, *je voudrais rester à la maison avec ma famille.* Some candidates did not modify the verb in the rubric, which impeded communication. There was another opportunity here to expand a little and candidates gave an explanation for their choice of activity.

Range

Only a few candidates were able to use some extended sentences, e.g. *nous avons décidé d'aller au restaurant pour célébrer l'anniversaire de ma mère*, *on a réservé une grande salle où on a mis des ballons*, *ma sœur m'a aidé à faire un gâteau…*

Many were able to order their responses using adverbial structures and simple conjunctions: *premièrement*, *alors*, *puis*, *ensuite*, *en plus*, *mais*, *bien sûr*, *à mon avis*, *donc*, *enfin*, *à la fin de…* These can bring coherence and a certain logic to the narrative/argument, but they are not sufficient in themselves to meet the criteria in the upper bands of marks for 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

Candidates were not always sure about the spelling of common nouns such as *cadeau* and *gâteau.* Some candidates had problems with *parce que* which was variously rendered as *parc que*, *pas que*, *par que* or *parce.*

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. 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): Une sortie au cinéma

Task completion

In **Task 1**, many candidates successfully conveyed the idea that they went to the cinema, e.g. *je suis allé au cinéma avec mes parents samedi dernier*, but they often forgot to give the reason for going e.g. *je suis allé au cinéma pour voir le nouveau film de Batman, pour me relaxer après les examens* or *parce que c'était mon anniversaire*.

The description of the film in **Task 2** was perhaps the most challenging task, but many candidates communicated the details successfully using a simple statement such as *c'est un film historique*, *c'est l'histoire de deux garçons...* Both the present tense and the past tense were rewarded. Candidates who gave a more complex description often lacked the necessary vocabulary and structures e.g. *il est environ une famille* rather than *il s'agit d'une famille.*

In **Task 3**, candidates conveyed their opinion of the film in one of two ways. The simpler pattern was the safer way, e.g. *je n'ai pas aimé le film*, *le film était intéressant*, *les acteurs étaient rigolos*. Many who attempted to use the rubric to formulate their answer omitted the linking word *que* in their response, e.g. *j'ai pensé le film était trop long*.

Candidates often wrote at some length for **Task 4**. Control of the perfect tense was required but many showed that they could give relevant additional details, e.g. *nous sommes allés au restaurant et après, nous avons fait des courses en ville.* It was common to see four or five additional details.

For **Task 5**, candidates needed to use a conditional tense to convey the type of film they would like to see next time, e.g. *je voudrais voir un film romantique.* Some candidates did not manipulate the verb from the question correctly, e.g. *j'amerais*, *j'aimerie.* Others were not always accurate in identifying the various film types, e.g. *un film d'a**d**venture*, *un film **de** comique*, *un film romanti**c.***

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Range

Candidates who were familiar with the structures listed in the specification scored highly, with patterns such as *je vais te parler de ce que j'ai fait pendant ma sortie au cinéma, mes parents m'ont permis d'aller au cinéma, nous avons ri en regardant le film, après avoir vu le film…* Only a few candidates were able to use such structures. Many candidates relied on simpler patterns such as *je suis allé au cinéma car c'était mon anniversaire, j'ai aimé le film parce que c'était intéressant.*

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

Some candidates had difficulty with basic grammar. Errors in spelling, e.g. *le filme*, and in the use of articles, e.g. *du film était amusant*, were common. Candidates also frequently used English words for the types of films.

Candidates often omitted the *que* in statements such as *j'ai pensé que le film était magnifique* or *j'ai trouvé que le film était horrible.* There were also many faulty attempts at *parce que* which compromised the meaning of the responses.

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. 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.

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FRENCH

Paper 0520/43
Writing

Key messages

Candidates are advised to:

- use single words in **Question 1**, definite/indefinite articles are not required
- respond to all parts of **Question 2**, giving precise details in the tense indicated in the task
- use simple linking words e.g. *et*, *mais*, *car*, *parce que* in **Question 2**
- 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
- 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 tasks did not fulfil the requirements for *Task completion*.

There were many basic errors of spelling, grammar and structure: these compromised the mark for *Task completion* and for *Accuracy*.

Many were able to order their responses using adverbial structures and simple conjunctions: *premièrement*, *alors*, *puis*, *ensuite*, *en plus*, *mais*, *bien sûr*, *à mon avis*, *donc*, *enfin*, *à la fin de…* These can bring coherence and a certain logic to the narrative/argument, but they are not sufficient in themselves to meet the criteria in the upper bands of marks for *Range*. Only a few candidates made regular use of the range of complex language patterns listed in the specification.

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.

Candidates should not write a draft in pencil and then write over it in ink: the scanning process picks up both versions and work can be illegible as a result.

Comments on specific questions

Question 1: Vous travaillez dans un restaurant. Vous écrivez le menu du jour.

Overall, candidates were able to identify a suitable first course in **Task 1**.

The choice of a main course in **Task 2** was also done well. Candidates who answered *frites* did not offer a response which fitted the rubric *plats principaux.*

In **Task 3**, the spelling of various vegetables was sometimes insecure.

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The responses to *dessert* in **Task 4** ranged over a wide selection of sweet items, but the few candidates who offered *fromage* were also rewarded.

Question 2: Moi et la télévision

In **Task 1**, most candidates were able to give a clear indication of when they watch television using a simple sentence pattern such as *je regarde la télé chaque jour / le soir / rarement.* Sometimes, an incorrect structure made a response ambiguous, e.g. *je regarde la télé le soir après fini mes devoirs*.

Most candidates were able to state what type of programme they prefer in **Task 2**, using one of the familiar patterns such as *je préfère/j'aime les films, les documentaires...* However, some candidates were unable to adapt the question successfully and wrote *je préférez-vous*, *je préféré* or *je prefer.* There were also some errors of spelling in common words, e.g. *a**d**venture*, *comed**y**.* When explaining their choice, the most successful candidates used a familiar sentence pattern, e.g. *parce qu'ils sont amusants.* Some candidates used a more complex structure, e.g. *ils me font rire.*

In **Task 3**, most candidates were able to state a preference, e.g. *je préfère regarder la télévision seule parce que ma famille est bruyante.* There was an opportunity here to expand answers, e.g. *je regarde le sport avec mon frère mais je préfère regarder les films seul parce qu'il parle tout le temps.*

It was expected that candidates would use a conditional tense in their answer to **Task 4**, e.g. *si je n'avais pas de télévision, je sortirais avec mes amis.* Some candidates did not understand this question and others omitted it.

Question 3 (a): Vacances sans adultes

Task completion

For **Task 1**, candidates were able to give some indication, using a past tense, of the type of place they visited on holiday, e.g. *je suis allé dans les montagnes*, *j'ai visité une ville dans le sud de l'Asie.* A small number misunderstood the task and wrote in the future tense about a holiday that they were planning.

For **Task 2**, a past tense was also required for the details about what they did during the holiday, e.g. *je suis allé au musée*, *nous avons fait du ski.* Overall, this was done well.

Some candidates found **Task 3** challenging as they did not know the correct vocabulary to express some advantages of travelling without adults, e.g. *je ne dois pas dormir tôt* instead of *je ne dois pas me coucher tôt.* A few forgot that a reflexive pronoun was required, e.g. *je peux **me** lever tard.*

Most candidates appeared to understand **Task 4** about potential difficulties, but they were perhaps too ambitious. Those who kept their responses simple were generally more successful e.g. *c'est plus dangereux, on a moins d'argent.* As with the previous task, candidates were expected to make general comments in the present tense, rather than commenting in the past tense about the specific holiday mentioned earlier.

Candidates were generally successful in giving their preference for their next holiday in **Task 5**, e.g. *je voudrais aller au bord de la mer, j'aimerais faire du camping.* Some expanded on the information by explaining the reason for their choice.

Range

Only a few candidates were able to use more complex sentences, e.g. *nous avions la liberté de faire ce que nous voulions, les vacances sans adultes sont plus amusantes que les vacances avec adultes parce qu'on peut faire ce qu'on veut.*

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

Candidates were not always sure about the spelling/gender of common nouns such as *argent*, *endroit*, *plage*, *ville* and even *vacances* which was provided. Some candidates had problems with *parce que* which was variously rendered as *parc que*, *pas que*, *par que* or *parce.*

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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. 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): Un concert en plein air

Task completion

In **Task 1**, candidates provided straightforward details about how they went to the concert, e.g. *je suis allé au concert en train*, *j'y suis allé en bus.* A few candidates misunderstood and wrote about plans to go to a concert. Others did not understand the interrogative word *comment.*

Candidates mentioned what they did during the concert in **Task 2**, e.g. *j'ai chanté*, *nous avons dansé.* Some were there to work, and their responses were equally valid, e.g. *j'ai présenté les chanteurs.* This was a task which could be responded to at some length and candidates often mentioned two or three things that they did.

Candidates gave an opinion in **Task 3**, but they had to use a past tense to complete the task. Both positive and negative opinions were offered. It was possible to respond effectively using simple and familiar language, e.g. *j'ai aimé le chanteur*, *la musique était fantastique*, *il y avait trop de gens*, *la nourriture était chère.*

Task 4 was done well and there were some interesting ideas presented to explain the importance of music, e.g. *la musique m'aide à me détendre.*

A conditional tense was required in **Task 5**, e.g. *j'aimerais aller au cinéma*, *je voudrais faire une promenade à la montagne.* The reasons given by some candidates added relevant detail and interest to their answers.

Range

Very few candidates were able to demonstrate the level of control of complex structures, e.g. *ma sœur a décidé de porter ma nouvelle robe pour aller au concert, mais elle l'a déchirée et je me suis disputée avec elle*.

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

Some candidates had difficulty with basic grammar and spelling e.g. *la concert, le musique, ma amie, mes aimes, avez mon ami, le norriture, chez ma maison*.

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. 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.

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