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FRENCH

Paper 0520/11
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The June 2023 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** successfully. In **Question 2**, some candidates did not recognise *clés* and, in **Question 3**, some did not understand *boulangerie*; the most frequent incorrect answer was option **A**, *la boucherie*. In **Question 4**, many candidates understood the time. **Question 5** was attempted well, and many candidates were familiar with *les pêches*; option **D**, *les cerises,* was the most common error. For **Question 6**, many candidates were unfamiliar with *agneau*, with **C** the most common error. Many candidates understood *la pluie* in **Question 7**; those who answered incorrectly usually chose options **A** and **D**. Many candidates answered **Question 8** successfully; option **B** was the most frequent incorrect answer.

Questions 9–14

Candidates heard a longer extract which featured information about a sports holiday in Guadeloupe. Overall, candidates performed very well in this exercise.

For **Question 9**, many candidates correctly chose **D**. Similar numbers understood *au bord de la mer* in **Question 10** and *planche à voile* in **Question 11**. Those who answered incorrectly often chose **C**, *le kayak*. In **Question 12**, some candidates did not recognise *randonnée* and option **B** was the most frequent error. **Question 13** was attempted well; option **D** was the most common error. Many candidates answered **Question 14** successfully. Those who did not understand *fauteuils* usually chose **A** or **C**.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between Sabrina and a friend who were choosing a restaurant for her birthday. Overall, candidates performed well in this exercise.

Many candidates answered **Question 15** correctly and matched *à 15 km de chez moi* with **C**. Three quarters of the candidates selected the correct answer **F** for **Question 16**. For **Question 17**, under three quarters of the candidates successfully matched *est ouvert depuis seulement une semaine* with **A** *a ouvert ses portes récemment*; options **B** and **E** were the most frequent errors. In **Question 18**, some candidates did not understand *bon marché* and chose **E** or **F** instead of **B**. Many answered **Question 19** successfully. There was no clear pattern in the incorrect answers for this question.

Questions 20–28

In this exercise, candidates heard an interview in two parts with Louis, about his cycling trip in Europe. The exercise represented a step up in the incline of difficulty of the test.

Nearly three quarters of the candidates answered **Question 20** successfully; a quarter heard *Québec* and incorrectly chose distractor **A**. For **Question 21**, under half the cohort successfully selected **A**; most of the candidates who answered incorrectly heard *car il l'avait déjà fait* and chose distractor **B**, which referred to Louis' uncle, not to his father. Many candidates answered **Question 22** successfully. They needed to listen carefully to the time phrases to work out that *avril* was when Louis went to Denmark; he only reached France three months later. **Question 23** was also attempted well; there was no clear pattern in the incorrect answers for this question. **Question 24** was the most challenging in this exercise. Over a third of the candidates successfully chose option **A**. Most of those who answered incorrectly heard *3000 kilomètres* and incorrectly chose distractor **C**. Candidates needed to listen closely to the tenses to understand that it was the distance that Louis and his family had already covered.

Over three quarters of the candidates answered **Question 25** correctly; distractor **A** was the most frequent error. For **Question 26**, just under half the candidates chose the correct answer **C**; most of those who answered incorrectly heard *téléphone* and chose distractor **B**. In **Question 27**, nearly two thirds of the

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candidates successfully chose **A**; distractor **C** was the most frequent error. In **Question 28**, over half the cohort selected the correct option **B**, whilst many chose distractor **A**. Candidates needed to listen carefully as Louis said the opposite (*je peux facilement vivre sans mes affaires).*

Questions 29–34

In this extract, candidates heard an interview with Victoria whose dream is to design clothes. This was an appropriately demanding exercise at this stage of the paper.

For **Question 29**, nearly three quarters of the candidates chose the correct answer **D**; distractor **A** was the most common incorrect answer. **Question 30** was the most demanding in this exercise. About a third of the cohort successfully matched *j'ai fini par l'écouter* with statement **A**; candidates who answered incorrectly nearly all chose distractor **B** or **C**. Candidates needed to listen carefully to understand that Victoria studied Business at university as her father did not want her to become a designer and that she went onto work in a bank afterwards. In **Question 31**, two thirds of the candidates chose the correct answer **C**, with distractor **B** the most frequent error. Candidates needed to listen carefully to work out that *gentillesse* referred to the one student who told Victoria about the exam to get into Art school, not students in general as the statement implied. **Question 32** was challenging. Under half the candidates successfully matched *épuisée* with *Que c'était fatigant !* Over a quarter missed the negative in *je n'étais pas motivée* and chose distractor **C**. For **Question 33**, half the cohort chose the correct answer **A**. The tenses in that section of the interview were demanding. Those who answered incorrectly usually chose distractor **B** or **C**. In **Question 34**, nearly two thirds of the candidates selected the correct answer **C**; those who answered incorrectly mostly chose distractor **A** or **B**. Candidates needed to listen carefully to understand that the *stage en Italie* had ended; and that designing off-the-peg clothes was Victoria's teacher's idea, not hers (*ça ne me dit rien).*

Questions 35–37

In this exercise, candidates heard an interview with Julien, about the block of flats where he lives in France. 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.

In **Question 35**, about half the cohort successfully selected option **C** and nearly two thirds correctly chose option **E**. Statement **B** proved a strong distractor for over a third of the candidates: they needed to listen carefully to the order of the sentence to understand that *ou qui partagent un appartement* did not apply to Julien. Over a quarter of the candidates also heard *liberté* and incorrectly chose distractor **D**. **Question 36** was well attempted with many candidates correctly selecting options **B** and **C**. A quarter of the candidates heard *le monde extérieur* and incorrectly chose distractor **E**. **Question 37** was challenging; a third of the candidates successfully matched *Au début […] je parlais moins facilement avec les gens* with statement **D**. Half the cohort successfully selected option **E**. There was no clear pattern in the incorrect answers for this question.

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FRENCH

Paper 0520/12
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The June 2023 Listening paper consisted of 37 multiple-choice questions. Overall, candidates 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

In this exercise, candidates heard short, straightforward interactions. The vocabulary tested presented few difficulties for the candidates and, overall, they performed very well.

In **Question 1**, most candidates were familiar with *croissants*. In **Question 2**, some candidates did not recognise *faire la vaisselle*; options **A** and **D** were the most common errors. Most candidates answered **Questions 3** and **4** successfully. In **Question 5**, some candidates did not understand *maillots de bain;* option **A** was the most frequent incorrect answer. In **Question 6**, many candidates understood *fraise* and correctly selected option **B**. Similar numbers of candidates answered **Question 7** successfully. All candidates answered **Question 8** correctly.

Questions 9–14

In this exercise, candidates heard a longer extract about an advertisement for a zoo in Belgium. Overall, candidates performed very well in this exercise.

In **Question 9**, over three quarters of the candidates understood the time. In **Question 10**, some candidates did not recognise *gare*; those who answered incorrectly usually chose option **C**. Many candidates answered **Question 11** successfully. In **Question 12**, some candidates did not understand *oiseaux;* option **A** was the most frequent error. **Question 13** was attempted well, and many candidates understood *bœuf*. Most candidates recognised *DVD* in **Question 14**.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends discussing plans for the weekend. Overall, candidates performed fairly well.

In **Question 15**, half the cohort successfully matched *je suis sûr que ça m'ennuierait* with statement **D**; candidates who answered incorrectly often chose options **A** and **F**. In **Question 16**, *elle m'a dit qu'il n'y en avait plus* proved challenging despite an earlier reference to tickets and half the candidates correctly selected **E**. Option **A** was the most common incorrect answer as perhaps candidates assumed that the concert would finish late. **Question 17** was attempted well by nearly three quarters of the candidates. In **Question 18**, just over half the cohort answered correctly and matched *j'ai absolument horreur de danser* with statement **F**. **Question 19** was attempted well; there was no clear pattern in the incorrect answers.

Questions 20–28

In this exercise, candidates heard an interview in two parts with Sarah, who talks about her work for a TV channel in Switzerland. The exercise represented a step up in the incline of difficulty of the test.

In **Question 20**, about a third of the candidates correctly chose option **C**, matching the reference to *avec Omar, un autre comédien* with *avec un autre acteur*. Many of the other candidates heard *du lundi au vendredi* and chose distractor **B**. In **Question 21**, under half the candidates successfully selected option **B**; despite several clues (*c'est dur car je dois me lever tôt… j'ai horreur de ça*), **A** proved a strong distractor. **Question 22** was attempted well and nearly two thirds of the candidates matched *des fans qui veulent prendre des selfies avec moi* with option **B**. In **Question 23**, under half of the candidates matched *je me mets en route pour le studio* with *se dirige vers le studio;* those who answered incorrectly missed the clear time reference and sequence of events and nearly all chose distractor **B**. **Question 24** was attempted well; *shopping* and *boutiques* were familiar vocabulary items for many candidates.

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In **Question 25**, many candidates successfully matched *plats végétariens* with *plats à base de légumes.* Those who answered incorrectly missed the negative in *je ne mange plus de viande* and chose distractor **A**. **Question 26** was attempted well and nearly two thirds of the candidates correctly selected **A**; most of those who answered incorrectly chose distractor **C**. Candidates needed to listen carefully as *pas immédiatement* signalled that she had to complete some work on her website before relaxing, which was introduced by *puis, enfin.* **Question 27** presented few difficulties, and many candidates correctly chose option **C**; there was no clear pattern in the incorrect answers for this question. In **Question 28**, under half the candidates successfully matched *jouer devant mon public au théâtre* with *jouer sur scène*. Most of the candidates who answered incorrectly missed the negative in *mais pas à la télé* and chose distractor **C**.

Questions 29–34

In this exercise, candidates heard an interview with Yannick, a writer who talked about his trip to the USA. This exercise represented another step up in the incline of difficulty of the test.

Question 29 was the most demanding question in this exercise and few candidates chose the correct answer **B**. Nearly two thirds heard *œuvre autobiographique* and incorrectly chose distractor **C**. They needed to listen carefully as this suggestion was dismissed in the rest of the sentence when Yannick said *je ne ressemble pas du tout au personnage de Mathieu.* Almost a quarter of candidates chose distractor **D**. In **Question 30**, just over a quarter of candidates correctly matched *je voulais changer d'air* with *avait besoin de se dépayser.* **A** proved a strong distractor for over half the candidates; they needed to listen carefully to the passage as *j'avais un oncle* was followed by *je ne l'avais jamais rencontré,* which negated *revoir* in statement **A**. For **Question 31**, over a third of the candidates understood *mais encore mieux que ça* which introduced the key and chose **A**. Over half heard *San Francisco m'a beaucoup plu* and incorrectly chose distractor **B**. For **Question 32**, nearly three quarters of the candidates selected the correct answer **C**; distractor **B** was the most frequent error. **Question 33** was demanding and under a quarter of the candidates correctly chose **D**. Over half incorrectly chose distractor **A**, a sport that Yannick went out to watch with his friends but did not play. **B** also proved a strong distractor. In **Question 34**, over half the candidates successfully matched *avant d'aller en Californie, j'avais tendance à juger les gens mais maintenant je le fais rarement* with **B**. Distractor **D** was the most common error; Yannick found the experience enriching on a personal level, not financially.

Questions 35–37

In this exercise, candidates heard an interview with Florence who talked about her work as a volunteer. 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; over half of the cohort successfully selected option **C** and just under half option **D**. Nearly half the cohort heard *en recyclant des jouets* and incorrectly chose distractor **E**. Over a third of the candidates also missed the preposition in *une pharmacie près du centre hospitalier* and incorrectly selected distractor **A**. For **Question 36**, over a third of the cohort successfully chose **A** and over half correctly selected **C**. Many heard *formation professionnelle* and incorrectly chose distractor **B**. Over a quarter of candidates chose distractors **D** and **E**. **Question 37** was attempted well; many understood *ils développent un esprit d'équipe* and successfully selected option **A**. Nearly three quarters of the candidates understood *je rencontre des gens super intéressants et j'échange des idées avec eux* and chose option **C**. Over a third of the candidates incorrectly chose distractor **E**, as they perhaps assumed that children would be disappointed not to get new toys. Over a quarter also incorrectly chose distractor **B**. They needed to listen carefully as Florence explained that she devoted three evenings a month to the association and could not do more.

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FRENCH

Paper 0520/13
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The June 2023 Listening paper consisted of 37 multiple-choice questions. Overall, the candidature performed well, and most candidates 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. They 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** successfully. In **Question 2**, many candidates were familiar with *un œuf*; those who answered incorrectly mostly chose option **B**. For **Question 3**, under two thirds of the candidates correctly identified the directions; option **D** was the most frequent incorrect answer. In **Question 4**, some candidates did not understand *fenêtre*; **B** was the most frequent error. **Question 5** was attempted well. In **Question 6**, many candidates were familiar with *confiture;* option **D** was the most common incorrect answer. Most candidates understood the time in **Question 7** and all answered **Question 8** correctly.

Questions 9–14

In this exercise, candidates heard a longer extract which featured information about a school exchange. Candidates performed very well in this exercise.

In **Question 9**, most candidates understood *en train* and many candidates identified *la cantine* in **Question 10**. Most candidates answered **Question 11** correctly. **Question 12** was attempted well; candidates who did not understand *poisson* often chose option **C** instead. *Volley* was well understood in **Question 13**, and all candidates answered **Question 14** correctly.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between Farida and her brother discussing clothes for a wedding. The exercise represented a step up in the incline of difficulty of the test.

In **Question 15**, just over half the candidates correctly matched *ça ne me va pas du tout […] quelle horreur* with statement **C**. Statement **F** was the most frequent incorrect answer, perhaps because of *quand j'étais petite* which referred to Farida, not a garment. Over half the cohort understood *j'ai besoin d'une plus grande taille* in **Question 16** and selected the correct answer **F**. Similar numbers answered **Question 17** correctly; the most common error was **E**. In **Question 18**, half the candidates successfully matched *c'est un style trop vieux pour moi* with **E**; a third of the candidates incorrectly chose **C**. Two thirds of the candidates answered **Question 19** correctly; statement **A** was the most frequent error, perhaps because of the reference to dancing (*je serai à l'aise pour danser).*

Questions 20–28

In this exercise, candidates heard an interview in two parts with Arturo, a young man from Madagascar who talked about the skate park in his village. The exercise represented another step up in the incline of difficulty of the test. Overall, candidates performed well in this exercise.

For **Question 20**, many candidates understood *région rurale* and correctly chose option **C**; distractor **A** was the most frequent error. **Question 21** was attempted well, and most candidates answered **Question 22** correctly. For **Question 23**, three quarters of the candidates correctly selected option **A**. The most common error was distractor **B**. **Question 24** was the most challenging: over a third of the candidates understood *même les chaussures* and correctly chose **B**; half heard *le terrain* and incorrectly chose distractor **A**.

For **Question 25**, over three quarters of the candidates chose the correct option **C**; distractor **A** was the most common error. Three quarters of the candidates also answered **Question 26** successfully. Those who answered incorrectly usually missed the negative *(font du skate pour avoir l'air cool, mais pas moi)* and chose distractor **C**. **Question 27** was attempted well. Many candidates understood the incentive to work well at school for the children in the village and chose option **C**; all the others chose distractor **A**. Many

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candidates answered **Question 28** successfully; most of those who answered incorrectly heard *un coach* and chose distractor **A**.

Questions 29–34

In this extract, candidates heard an interview with Théa, an architect in Luxembourg. This was an appropriately demanding exercise at this stage of the paper and, overall, candidates coped well with the demands of this exercise.

For **Question 29**, many candidates chose the correct option **D**. Those who answered incorrectly heard *dans mon travail* and chose distractor **A**. For **Question 30**, three quarters of the candidates correctly chose option **C**; distractor **D** was the most common error. **Question 31** was the most challenging in this exercise; over half of the cohort correctly chose option **A**. A quarter incorrectly chose distractor **C**, an area of work which Théa dismissed with *sauf peut-être les zones industrielles.* In **Question 32**, over two thirds of the candidates correctly selected option **C**. Those who answered incorrectly chose distractors **B** or **D** in equal numbers: candidates needed to listen carefully as the adjectives in *personnalités opposées* and *spécialisations différentes* contradicted the statements. In **Question 33**, two thirds of the candidates successfully chose **B**. Those who answered incorrectly often missed the time phrase and past tense (*l'année dernière, la ville a fait de nouvelles pistes cyclables)* and chose distractor **A**. **Question 34** was attempted well and nearly three quarters of the candidates chose the correct option **D**. Distractor **A** was the most frequent error.

Questions 35–37

Candidates heard an interview with André who had done a house exchange with a family in La Réunion. 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.

In **Question 35**, half the candidates correctly chose option **A** and just under half option **B**. Statements **D** and **E** proved strong distractors. In **Question 36**, just under half of the cohort successfully selected option **A**; not quite as many correctly chose **C**. Candidates needed to listen carefully to understand which items each family had made available. Many candidates missed the negative in *même si on n'était pas près de la mer* and chose distractor **D**. **Question 37** was attempted well; two thirds of the candidates correctly chose option **C** and just under half option **E**. Statement **B** proved a strong distractor for many candidates: they needed to listen to the whole sentence as the time phrase *une ou deux fois nous avons loué une voiture* contradicted *pendant toutes les vacances.*

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FRENCH

Paper 0520/21
Reading

Key messages

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

- avoid giving additional information that is not required to answer the question,
- bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct,
- avoid leaving questions blank.

General comments

Candidates appeared to have sufficient time to complete the paper, and almost all candidates were appropriately entered for the examination. In **Question 3**, if a tick is erased, it must be fully erased. In **Questions 4** and **6**, some candidates paraphrased their answers instead of lifting them from the text. This led to candidates losing marks through poor vocabulary choices and the introduction of grammatical errors. In **Question 5**, if more than one answer is written on a line, the mark cannot be awarded as the examiner cannot be sure which one is the intended answer. Where candidates change their mind about an answer, it is important that they make it clear which answer is to be regarded as final.

Comments on specific questions

Question 1

Candidates performed very well on this question. **1(a)** (*mal au dos*) and **1(d)** (*fièvre*) were the least known by candidates. In both cases, option **A** was often chosen as the incorrect answer.

Question 2

Some candidates were not familiar with the vocabulary relating to train stations. A few candidates scored full marks. For **2(a)**, some candidates selected option **B** (*renseignements*), as perhaps they did not know the word *guichet*. For **2(e)**, option **F** (*sortie*) was a common incorrect answer.

Question 3

Most candidates found this question to be accessible. In **3(a)**, a few candidates chose option **A** instead of **B**. Option **A** was also a common incorrect answer for **3(b)**. The brother's personality was not mentioned in the text, but some candidates did not link *petit frère* with *plus jeune*. For **3(d)**, some candidates chose option **B** instead of **C**.

Question 4

For this exercise, candidates were required to read a more extended text about Stéphane who wrote about the environment. The text used largely familiar vocabulary. Around half of candidates thought that Stéphane was a girl, despite all the indications in both the text and questions that he was a boy. Candidates are not expected to recognise French names, therefore the benefit of the doubt was given to candidates unless the answer clearly referred to another person.

The text was written in the first person, and the questions used the third person. Overall, candidates performed well on this exercise. Most questions could be answered by lifting a small number of words from the text, but some answers also required a minor manipulation. If candidates choose to lift more than is

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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.

Minor misspellings of words were usually ignored unless it formed a different word in French. This sometimes happened in **4(a)** with *moi* or *moins* instead of *mois.* A few candidates paraphrased their answer with *le dernier mois* and could not gain the mark. In **4(c)**, candidates had some difficulty with the manipulation of *je vais* and *je m'intéresse*. In **4(d)** and **4(e)**, candidates often lifted some text which contained the answer, but which did not answer the question asked. In this exercise, the ability to read the questions and understand what is being asked is also tested. For **4(f)**, **4(g)** and **4(h)**, candidates often lifted the wrong part of the text. **4(i)**, **4(j)** and **4(k)** were generally quite well done.

Question 5

In this question, candidates had to match a series of descriptions with statements from people looking for a host family in France. 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 quite specific requirements for what they were looking for, such as duration of the proposed stay, type of family looked for and availability of activities. It is important for candidates to note that these details excluded all answers except the correct one. Candidates need to ensure they consider all the information given as this is not a gist comprehension question and a global understanding of the texts will not be sufficient.

Overall, **5(a)**, **5(c)** and **5(e)** were answered well. There was no pattern of incorrect answers for **5(b)**. For **5(d)**, candidates often incorrectly chose **7**, not realising that the placement was available for only a month.

Question 6

This final exercise about Christine, a future astronaut, 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, the others needed a small manipulation of the text. Very few candidates achieved full marks, and the questions seem to have discriminated appropriately. A few candidates left some of their answers blank.

In **6(a)**, some candidates did not gain the mark as they paraphrased their answer and changed the meaning or introduced errors in the French. In **6(c)**, candidates sometimes answered with what Christine had on the walls of her bedroom rather than what her friends had. For **6(d)**, many candidates did not answer the question or wrote something that contained the answer. For **6(f)**, some candidates wrote about what Christine's mother had given her rather than her husband. For **6(h)**, some candidates paraphrased and used *aimer* which is not strong enough given that Christine described photography as being her passion. With **6(i)**, some candidates focused on the place where Christine was going to take photos rather than the moment in time.

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FRENCH

Paper 0520/22
Reading

Key messages

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

- ensure that they answer all questions: marks are not deducted for incorrect responses,
- bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct,
- ensure that their response answers the question asked.

General comments

Candidates appeared to have sufficient time to complete the paper, and almost all candidates were appropriately entered for the examination. A few candidates left some answers blank on multiple-choice questions.

Comments on specific questions

Question 1

Overall, candidates performed well on this question. Some candidates incorrectly chose **B** for **1(c)**.

Question 2

Many candidates scored full marks. For **2(c)**, some candidates chose **B** instead of **C**. For **2(d)**, some candidates answered **C** or **B** instead of **E**.

Question 3

Most candidates scored full marks. For **3(c)**, some candidates saw *livre* in the text and incorrectly chose **A**.

Question 4

For this exercise, candidates were required to read a more extended text about Ben who goes on a bicycle ride with three friends. Overall, candidates wrote concise answers, which helped them avoid grammatical inaccuracies, but some candidates did not show sufficient understanding and lifted too much of the text.

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.

4(a) was usually well done as candidates successfully answered *trois copains*. For **4(b)**, candidates sometimes answered incorrectly as they wrote *peu ennuyeux* rather than ***un** peu ennuyeux.* For **4(c)**, some candidates included too many words, when all that was required was *la campagne.* For **4(d)**, some candidates used an incorrect possessive adjective *before Max était en retard.* Some candidates misunderstood **4(e)** and provided a time rather than saying what the weather was like. For **4(f)**, some candidates paraphrased or offered synonyms to answer the question, instead of lifting from the text. Those who answered *l'eau était glacée* could not score the mark. **4(g)** was answered very well. For **4(h)**, a slight manipulation was required. Candidates who answered *il **m**'entraîne* could not gain the mark as they

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conveyed a different idea. For **4(i)**, some candidates omitted the accent on *fatigués*, which did not convey the expected message. **4(j)** was answered well. For **4(k)**, some candidates tried to write a full sentence but did not make the necessary adjustment to the verb.

Question 5

For this exercise, candidates had to match a series of descriptions with statements from people looking for a holiday village. 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 the village, for example location, activities and evening entertainment. These details excluded all answers except the correct one. Candidates need to ensure they consider all the information given as this is not a gist comprehension question and a global understanding of the texts will not be sufficient.

For **5(a)**, candidates sometimes selected **8** instead of **6**, but the advert indicated that the village was rather lively all day long which was not appropriate for someone who wanted peace and quiet. For **5(e)**, the most common incorrect answer was **5**. The village did offer evening entertainment but not the swimming pool the man needed to exercise. There was no pattern of incorrect answers for **5(b)** and **5(c)**. **5(d)** was answered very well.

Question 6

This final exercise about Lise, a little girl who got lost in the forest while on holiday at her grandmother's, 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.

Candidates successfully managed the careful lift which was required to answer **6(a)**. Many candidates located the correct place for **6(b)** but as they omitted *dans* before *le jardin*, they could not gain the mark. **6(c)** was the most challenging question in the paper. Most candidates located the required activities but did not make the necessary manipulations. Many candidates stated *repassait* and *regardait la télévision* but without a subject. **6(d)** also required a manipulation. Candidates were expected to change *la porte étant ouverte* to *la porte était ouverte*. Many candidates lifted the wrong part of the text, which did not answer the question. For **6(e)**, it was not sufficient to change the *je* to *elle,* the correct form of *avoir* was also required. **6(f)** was phrased as a question in the past tense and required an answer in the same time frame. *Elle a téléphoné* was sufficient to gain the mark. **6(g)** was in two parts and candidates had to make a careful lift to answer successfully. Those who included *comme* and *qu'* in their answers could not score the marks. Many candidates lifted the wrong part of the text in answer to **6(h)**. They indicated what the rescue team did to find Lise instead of concentrating on the reaction of the villager who found her. Many candidates did not read **6(i)** closely enough as they described Lise going to bed rather than what she did before going to bed. Candidates were expected to manipulate *après avoir bu* to a sentence in the past tense.

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FRENCH

Paper 0520/23
Reading

Key messages

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

- ensure that they answer all questions: marks are not deducted for incorrect responses,
- bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct,
- ensure that their response answers the question asked.

General comments

Candidates appeared to have sufficient time to complete the paper, and almost all candidates were appropriately entered for the examination. A few candidates left some answers blank on multiple-choice questions.

Comments on specific questions

Question 1

Most candidates performed very well on this question. Some candidates incorrectly chose **B** for **1(d)**.

Question 2

Most candidates performed very well on this question. Some candidates incorrectly chose **E**, **G** or **H** for **2(c)** and **A** or **E** for **2(d)**.

Question 3

Overall, candidates performed well on this question. For **3(d)**, some candidates chose distractors **A** (*chaud*) or **B** (*froid*). For **3(e)**, some candidates chose **A** (*très rarement*) having perhaps focused on *je n'aime pas beaucoup les fruits.* They needed to read the whole sentence carefully as it went on to say *j'en mange à tous les repas.*

Question 4

For this exercise, candidates were required to read a more extended text about Lucie's experience of a school trip. Overall, candidates wrote concise answers, which helped them avoid grammatical inaccuracies, but some candidates did not show sufficient understanding and lifted too much of the text.

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 *elle* and changing the verb if necessary. Candidates are therefore advised to answer with the minimum number of words.

For **4(a)**, some candidates did not lift enough of the text, others lifted too much and invalidated their answer as they did not manipulate the extra information, e.g. *la dernière journée de l'année scolaire car* ***nous n'avons*** *pas de cours.* Some candidates did not understand **4(c)**. Both parts of **4(f)** required manipulation of the verbs from first to third person. Some candidates omitted a subject in both parts. For **4(i)**, some candidates lifted the wrong part of the text and answered with Lucie having taken lots of photos. For **4(k)**,

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some candidates were not selective enough in lifting the appropriate text. Their answers happened to contain the answer but did not answer the question asked.

Overall, candidates answered **4(b)**, **4(d)**, **4(e)**, **4(g)**, **4(h)** and **4(j)** well.

Question 5

For this exercise, candidates had to match a series of descriptions with statements from people looking for a position as an au pair. Candidates had five people and eight descriptions to choose from. Candidates had to process a variety of information and match several requirements whilst eliminating responses that did not fit. The question is aimed at the higher grades, and candidates with a wide range of vocabulary and knowledge of synonyms performed well on this section.

Each person's statement gave specific requirements for what they were looking for, such as duration, preferred location, and indicated their own specific circumstances and experience. These details excluded all answers except the correct one. Candidates need to ensure they consider all the information given as this is not a gist comprehension question and a global understanding of the texts will not be sufficient.

For **5(a)**, some candidates incorrectly chose **4** instead of **5**, but Alain only wanted to work during the summer holidays, and the position described in **4** indicated a requirement for work lasting at least six months. For **5(c)**, some candidates incorrectly chose **3** instead of **1,** but the advertisement indicated that the family lived in a flat in a town and Éloïse was looking for a family in the countryside.

Overall, **5(b)** and **5(d)** were answered well. There was no pattern of incorrect answers for **5(e)**.

Question 6

This final exercise about Marie and her dog Gribouille 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, 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 information and presented verb forms reasonably accurately. Weaker responses were characterised by more lengthy lifts from the text, sometimes targeting the incorrect information.

For **6(a)**, a selected lift was required, and many candidates answered this question successfully. For both parts of **6(b)**, selected lifts were needed, but some candidates included *qu'* from the text in **2** and could not be awarded the mark. Some candidates omitted the possessive in their answer to **6(c)** and others targeted the wrong information in the text. Overall, **6(d)** was answered well, but some added information which invalidated their answer, chose incorrect information, or did not answer this question. Some candidates successfully changed *moi* to *elle* in **6(e)**, but omitted a subject and could not gain the mark. Not many candidates understood **6(f)** and various incorrect answers were offered. Answers to both parts of **6(g)** required a manipulation of the subject and verb from first to third person. Some candidates omitted the subject in both parts. For **6(h)**, candidates often omitted the possessive and for **6(i)** some candidates omitted the object pronoun *le* when selecting the text to answer the question.

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FRENCH

Paper 0520/03
Speaking

Key messages

- Centres had generally prepared candidates well for the Speaking test.
- Role plays were usually conducted well by examiners.
- In the topic conversations section, some centres need to make greater use of extension questions to elicit fuller answers from candidates. Sometimes, the topic conversations were too short.
- Most examiners understood the need to adhere **precisely** to the script in the Instructions for Teachers/Examiners and not to rephrase any questions.
- Most examiners also understood the need to ask **no more than two further questions** of their own if timings were short on topic conversations.
- Centres are reminded to use the alternative questions provided in the Topic conversations only 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 generally very good and centres were quick to upload their work.
- Sample sizes were nearly always correct and covered the full mark range.

General comments

In this third year of the new style Speaking test, many examiners are now much more familiar with the format of the test and consequently more confident in their approach to its conduct. 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 once (but not rephrased) if the candidate does not answer a question or gives an ambiguous response. It is also 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 so it is worth making sure that all candidates are given the opportunity to hear a question again should they not have heard or understood the first time.

The **Topic conversations** are timed. In some centres, timings were not always appropriate. These were often too short, especially on the first of the two topics and, in some cases, too long. Some examiners needed to ask more extension questions (e.g. *Donne-moi plus de details* 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 did 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 provide their own rephrasing of the printed 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 so that they can develop their answers and go beyond straightforward responses.

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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 process and understand the set task. They make use of 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 very confusing for candidates. In centres where the alternative questions were asked correctly this was helpful to candidates and gave them the opportunity to answer relevantly.

Examiners should not read out the question numbers to candidates as they progress through the role play or topic conversations. This can be distracting to candidates and can also remove the spontaneity of the test.

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. The **PAUSE** is there intentionally to give candidates the time to process the questions and think best how to answer relevantly. If a task has two questions, the questions should not be read out together.

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. Stronger candidates should have further questions which are a little more open and which give them the opportunity to say more than a very brief response. Please try to give different further questions to different candidates on the same topic.

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, after these two further questions, 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. Centres are reminded that the examiner (and not the candidate) should read out the candidate's name and number.

Clerical checks and sample size

In most centres, the clerical work had been completed very 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 must 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. Please ensure that work is uploaded as soon as possible after the test has taken place.

Centres are reminded to consult the Samples Database at **www.cambridgeinternational.org/samples** to check how to submit their sample and the correct format of files to be submitted. Audio recordings and not video recordings should be uploaded.

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, organising a camping trip, making holiday arrangements, renting ski boots, going to a restaurant, discussing travel arrangements, talking about a job, and losing a room key 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

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À quelle heure ? Combien ? Quand ? Où ? Quel ? Comment ? Weaker candidates did not always understand these well and consequently gave irrelevant information which did not answer the set task. The vocabulary used in the role play questions was straightforward and usually notions of time and place were quite well understood.

On each card, the last three tasks were more challenging and gave candidates the opportunity to show that they could use past and future time frames correctly and 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 in which the scenario takes place 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 travailler avec des petits ou avec des adolescents ?* 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 generally approached well by candidates. On **Task 1**, most candidates were able to say when they were leaving to go camping. **Task 2** was usually well done but weaker candidates picked up *temps* from the question and sometimes gave responses such as *trois temps* which led to ambiguity. On **Task 3**, most were able to say where they wanted to go camping but some did not give a precise destination in France or an equally acceptable answer such as *au bord de la mer.* Most were able to give a reason why they had chosen this destination. If candidates gave a short but appropriate explanation, they usually scored 2 marks. On **Task 4**, the first part of the task was done well but on the second part, weaker candidates did not always recognise the word *repas* and were not able to say which meals they had prepared. Some were also not able to maintain a past time frame. **Task 5** was generally well done. Those who chose to conjugate *préférer* in response to the first part of the task sometimes confused their message as there were often time frame issues when conjugating or pronouncing the verb. The second part was well done with many short explanations such as *c'est plus confortable* or *j'aime dormir en plein air*.

On **Card 2**, candidates were usually able to give an appropriate day for **Task 1**. **Task 2** was also well done, and many are now familiar with the question type requiring a time to be given. On **Task 3**, even weaker candidates were able to score at least one mark by choosing an option from the two presented by the examiner. Those who chose to conjugate *préférer* in response to the first part of the task sometimes confused their message as there were often time frame issues when conjugating or pronouncing the verb. On **Task 4**, weaker candidates did not understand the interrogative adverb *où* and responded with what they would eat as soon as they heard *manger.* Candidates need to wait and listen carefully to the whole question and not reply too quickly. On **Task 5**, some candidates found it challenging to think of the context and say what they had liked during their last bike ride. The better answers featured references to the things they had seen in the landscape or activities they had done in a correct time frame.

On **Card 3**, **Task 1** which required a day to be given was usually done well. Some found it harder on **Task 2** to give a class of train carriage in which they wished to travel. The first part of **Task 3** was generally approached well by candidates especially when they answered briefly. The second part was also answered well but many candidates struggled with either the correct word order, the time frame or the pronunciation of *Tour Eiffel* which was frequently cited by candidates. On **Task 4**, some could not give an appropriate past time frame on the first part of the task, but most were able to give a suitable justification with the best candidates introducing aspects such as the food they had eaten, the people they had met or the shopping they had done. All were relevant in the context. On **Task 5**, most answered the first part of the task well with the best candidates saying they would like to come back to improve their French or discover another area.

On **Card 4**, **Task 1**, candidates usually found it straightforward to say where the bowling alley was situated. **Task 2** asked the entrance price and this question often needed to be repeated. A currency was needed for the response to be unambiguous. On **Task 3**, most recognised the cue *la dernière fois* in the first part of the

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task and answered well but on the second part, some did not realise that *c'était comment ?* was intended to elicit an opinion. **Task 4** was approached well with most gaining at least one mark and stating their preference, but errors of conjugation and time frame were evident when candidates used the verb *préférer*. On **Task 5**, the question was generally understood well but not all could give a future time frame correctly.

On **Card 5**, some gave a nationality rather than a country for **Task 1**. **Task 2** was usually well answered with most understanding the question with ease. **Task 3** responses showed that most had understood the first part of the task, asking about a job they had done, but weaker candidates often found it hard to use a past time frame appropriately on both parts of the task and used the present tense instead. Most were able to state a preference on **Task 4**, but then experienced some difficulty in justifying this preference in an appropriate time frame. **Task 5** was usually answered well by most candidates who are aware of a good range of vocabulary concerning sporting activities. Here, the very best answers referred to the fact that they would be organising such sports rather than playing them themselves.

Card 6 was generally approached well by candidates. On **Task 1**, some weaker candidates sometimes struggled to express a distance clearly, but most were able to give a logical response. On **Task 2**, most candidates were able to give a means of transport, but some could not pronounce *à pied* correctly. On **Task 3**, some did not recognise *vu* in the first part of the task and instead said what they had done rather than seen. The second part of the task was done well with nearly all able to say who they had gone with. **Task 4** and **Task 5** were well done.

On **Card 7**, **Task 1** was done well with nearly all candidates able to give a day. On **Task 2**, candidates had clearly thought about the tasks and the questions which could be asked in a ski boot hire shop and expected to be asked their shoe size. Given the different cultural contexts of this international candidature, any form of numerical sizing was accepted. On **Task 3**, most were able to indicate when they had arrived, but some found it difficult to use a past time frame correctly. Any appropriate reference to a time was accepted. On **Task 4**, most were able to indicate where they were staying and give a simple opinion about the form of lodging. On **Task 5**, some just said skiing, which did not answer the question which stated *à part le ski*. In such cases, sympathetic examiners helpfully repeated the question and this often enabled candidates to go on and outline other holiday activities such as *faire du tourisme* or *faire de la randonnée.*

On **Card 8**, **Tasks 1** and **2** were generally answered well by candidates. On **Task 3**, most were able to give a good reason for liking the restaurant such as *la cuisine est délicieuse / j'aime l'ambiance.* For some, the pronunciation of *délicieux* lead to ambiguity of message when pronounced *c'est delicious*. On **Task 4**, most candidates understood the question quickly, but weaker candidates sometimes struggled to use a verb in a correct time frame. Candidates who recognised *vêtements* could answer without using a verb and some gave brief but appropriate responses, such as *ma robe préférée / un jean et un pull* and scored the 2 marks. Some weaker candidates seemed unfamiliar with *as-tu mis ?* heard in the question. **Task 5** was done well.

On **Card 9**, **Task 1**, a few candidates needed the question to be repeated as they seemed unfamiliar with the *vous* form. **Task 2** was done well by nearly all candidates attempting this card. On **Task 3**, some candidates struggled with the first part of the task which required them to understand *est-ce que l'hôtel vous plait ?* When preparing candidates to be able to express opinions, it is helpful to think about the range of questions they may encounter when they are asked if they like something. The second part of the task was answered better, with most able to give a positive reason for liking the hotel. On **Task 4**, some said when they had arrived rather than what they had seen since they arrived. Others answered in an incorrect time frame. **Task 5** was answered more confidently with most able to give their evening plans in a future time frame, but some found it hard to answer in the correct time frame.

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 and this is something to encourage candidates to do. 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.

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To help improve their performance, candidates need to be reminded to listen carefully to the **whole** question and process it carefully before answering to ensure that their answers contain **relevant** information. Centres need to encourage candidates to try to develop their answers in a spontaneous way and also to try to develop a range of interesting opinions by learning useful structures and phrases. It is also a good thing to encourage them to develop their use of subject pronouns other than *je* as many candidates limited their conversation to the first person singular. The stronger candidates were also able to include subordination and a good range of linking phrases and conjunctions.

Topic 1, ***Les transports et les voyages***, was a familiar topic for most candidates. On **Question 1**, some did not understand that they were being asked how long it took to get to school rather than at what time they left for school. A repeat of the question often helped candidates to listen a second time and make a second attempt. **Question 2** was understood better with nearly all able to give a preferred form of transport and adding in a reason why they preferred this form of transport. On **Question 3**, the stronger candidates gave a detailed account in past time frames about the journey they had made to arrive on holiday, as well as detailed accounts of where they went and their holiday activities. Such responses showed the ability to develop the response with details and explanations. On **Question 4**, many gave general information about pollution rather than specific traffic problems in large cities and towns. Stronger candidates were able to demonstrate a good range of topic specific vocabulary. Some weaker candidates needed the alternative question on either the first or the second part. Some were unfamiliar with the verb *améliorer* but found a way into the task when they heard *solutions possibles* in the alternative question. Weaker candidates just stated general phrases about the environment such as the need to recycle, save energy and sort rubbish, showing that the question had not been precisely understood. Stronger candidates mentioned the need to make greater use of public transport, making public transport free or preventing private cars from entering towns. **Question 5** was accessible to most candidates and even weaker candidates were able to respond positively and discuss some environmental advantages of electric cars. Some said they would never want to have a private car or that it would be too expensive to buy one. The very best candidates stated the need for more charging points for such vehicles.

Topic 2, ***À la maison***, was an accessible topic which, like all other topics, had its more challenging questions. **Question 1** was well understood with some able to use the reflexive verb correctly, but many candidates need to take care not to omit the reflexive pronoun when using the verb *se lever.* On **Question 2**, a few candidates were unfamiliar with *pièce*, but most were able to answer and stated that they preferred their bedroom. In a few cases, the examiner tried to rephrase the set question and gave vocabulary, therefore the candidate's answer was ignored as the vocabulary had been supplied by the examiner. **Question 3** required careful listening to the whole question. Some did not hear the important phrase *avant de partir pour l'école.* Consequently, they started off answers with much irrelevant detail about what they had done at school in the morning or their journey to school or in the wrong time frame. In such cases, sympathetic examiners who repeated the question sometimes gave the candidate the opportunity to process all of the question and then to self-correct and give relevant information. There were also instances of examiners using the alternative question to help candidates get back on track. Some also answered the question and talked about their normal routine and did not realise that they needed to hear *ce matin* and talk in past time frames. **Question 4** was approached more successfully. Most could say what they liked or preferred to do in the evenings but again, some were too hasty to answer and did not hear the important *chez toi.* Consequently, their answers contained irrelevant material about going out to restaurants and the cinema. **Question 5** was usually well answered in both parts especially if use of the alternative question had been necessary.

Topic 3, ***Moi, ma famille et mes amis***, was a very familiar and accessible topic. **Questions 1** and **2** were answered well by most candidates. Stronger candidates who developed all their answers routinely often went on to describe their best friend whilst extending their answer to **Question 2**. This then led to some repetition when it came to answering **Question 3**. Weaker candidates described physical characteristics of their best friend in response to **Question 3** rather than their qualities, but most were able to say what they liked doing with their friend. Some candidates misinterpreted the question and gave a list of the qualities which a good friend should have. On **Question 4**, some needed to listen to the whole question carefully before answering as they said what they did with friends on an evening out instead of describing what they did with their family. A few candidates found it difficult to use past time frames appropriately and consistently, which led to some confused messages. **Question 5** was understood well with most able to express a preference for spending time with friends or family and give a suitable reason.

Topic 4, ***Les courses***, was also an accessible topic and most were able to discuss shops and shopping using a good range of appropriate vocabulary. **Question 1** was answered well, but **Question 2** was challenging for those who did not understand *marché*. Such candidates consequently went on to say what could be bought in their town or village in other shops and supermarkets. Other candidates misinterpreted

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marché as *marcher* and gave irrelevant and ambiguous answers indicating how they travelled to the shops. On **Question 3**, most candidates were familiar with *centre commercial* and were able to recount a recent trip to a shopping centre in some detail. Stronger candidates used past time frames consistently to describe their activities, but several candidates found it difficult to sustain and develop their responses in correct time frames. On **Question 4**, the alternative question was often required. If this alternative question was asked, candidates were usually successful. Some misinterpreted the question and gave instead a description of their favourite shop. Some candidates mispronounced *magasin* so that it sounded like *magazine* and this also led to some ambiguity. On **Question 5**, the stronger candidates understood the relevance of the opening *si* clause and gave a response which reflected what a tourist visiting their own region would buy. In such cases, some local souvenirs were described together with things like food, keyrings and fridge magnets and the answers were highly relevant. Some candidates decided that they would buy things relevant to a trip to Paris such as a miniature Eiffel Tower showing they had not understood the whole question.

Topic 5, *Le monde naturel*. Most candidates were able to respond and to expand their answers on **Questions 1** and **2**. Stronger candidates gave some good explanations for their choice of favourite season with particular summer or winter activities mentioned. On **Question 3**, some did not understand *région rurale* or misinterpreted *faite* as *fête*. The use of the alternative question allowed examiners to get candidates back on course as they understood *à la campagne* much better. Stronger candidates gave good descriptions of landscapes they had seen. Some candidates were not always able to sustain an account of what they had seen in the perfect tense. **Question 4** was generally answered better with most being very familiar with aspects of the country/town debate. Many cited the benefits of living in nature, the lack of noise and the calm as advantages but they were also able to cite the lack of amenities as a disadvantage. Generally, candidates had adequate vocabulary. On **Question 5**, weaker candidates did not always understand the precise focus of the question and sometimes spoke more generally about environmental issues. Stronger candidates used the conditional of the verb *pouvoir* well.

Topic 6, ***Le travail***, was also an accessible topic with most candidates being able to give some elements of response to all questions. **Question 1** was generally answered well but, on **Question 2**, not all candidates understood *fort/forte*. Some candidates just listed which subjects they were studying and seemed unfamiliar with this adjective. **Question 3** was well done but not all were able to sustain their accounts of a job they had done in a past time frame. On **Question 4**, some candidates confused *matière* with *métier* and this led to some confusion at times. Most were able to go on and outline what their future career plans would be. The use of the alternative question helped candidates on this question. On **Question 5**, having had recent experience of online schooling at home, many candidates were able to transfer this knowledge to whether they would like to work from home or in an office in the future. Nearly all candidates were able to express a preference and give a thoughtful and well considered reason why.

Topic 7, ***La culture, les coutumes et les fêtes*** was approached well by candidates. **Question 1** was answered well with most citing the popular celebrations as Eid, Christmas, Holi or birthdays. Proper nouns in another language were accepted. **Question 2** was well answered with many being able to expand. **Question 3** was misunderstood by many who interpreted *assister* as to help rather than to attend. Many candidates went on to relate what they had done to help and talked about preparing the room, the music or the food. This was fortuitous as this was seen to be relevant detail as they may have helped with the proceedings and attended the party. As on other topics, weaker candidates found it hard to sustain their account in past time frames. On **Question 4**, strong candidates were often able to discuss local culinary specialities, but the reasons why cooking was an essential part of their culture was only really addressed pertinently by the strongest candidates. **Question 5** was generally well done by candidates who nearly all had festive plans for the end of their exams.

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FRENCH

Paper 0520/41
Writing

Key messages

Candidates are advised to:

- use single words and not to reuse examples when completing the form in **Question 1**,
- respond to all parts of **Question 2** in the tense indicated,
- use simple linking words in **Question 2**, for example when giving opinions/explanations,
- choose the option in **Question 3** which allows them to show what they know,
- give brief additional details in response to individual tasks in **Question 3**,
- plan and organise answers into a coherent piece of writing, using extended sentences where possible.

General comments

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

It is important to copy correctly vocabulary given in the rubrics. Miscopying of *les devoirs*, *l'environnement* and *les avantages* sometimes compromised important messages. Adapting the rubric is equally important: candidates incorrectly wrote *pour détendre* in response to *pour vous détendre* and *je faut* in response to *que faut-il faire ?*

Candidates are regularly asked to express opinions. This session, candidates' answers were frequently very simple, for example *c'est intéressant*, *c'était ennuyeux*, *c'est amusant*, *c'était drôle*. These adjectives were often misspelt and not always appropriate to the context. Other candidates produced very lengthy statements which lacked clarity and were occasionally contradictory. When expressing opinions, candidates should avoid tautological statements such as *selon moi, je déteste les devoirs* or *à mon avis, j'aime les devoirs*.

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 must also ensure that their writing is legible. Several answers were very difficult to read as candidates had written over their first draft.

Comments on specific questions

Question 1: Vous demandez une place dans une école pour étrangers pendant l'été.

Overall, candidates answered this question well, but for **Gap 1**, some candidates were not able to convey their nationality, giving instead the name of a country.

Question 2: Ma routine le soir

This was an accessible topic which gave candidates the opportunity to use basic, common vocabulary and structures to write about familiar activities. Many candidates gained full marks as they responded with precise detail, in the correct tense and often giving additional information using simple connectors.

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Task 1 was answered well and candidates gave a range of information about their arrangements for dinner e.g. *je prends le dîner à huit heures* or *je mange dans la salle à manger avec ma famille.*

An opinion about homework was required for **Task 2**, e.g. *je n'aime pas faire mes devoirs* or *les professeurs nous donnent trop de devoirs.* Candidates who did not express an opinion did not complete the task. Some candidates were unclear about the difference between *fatigué* and *fatigant.*

Task 3 invited candidates to describe how they relax in the evening. Candidates offered a number of relevant details, e.g. *pour me détendre, je regarde la télévision, je promène le chien* or *je fais du sport.*

Task 4 was also answered well and there were many detailed answers, e.g. *le week-end, je ne fais pas de devoirs*, *je sors avec mes amis* or *je regarde un film avec ma famille.*

For **Task 5**, some candidates did not read the question carefully and answers such as *je vais aller en Espagne* did not address the task.

Question 3(a): Ma première visite en montagne

Most candidates chose this question. Some answers were over 400 words. Candidates must refrain from writing extremely long essays, as they tend to lack focus and often show an increase in inaccuracies.

Task completion

All bullet points must be answered in the correct tense/time frame and in the correct person, and appropriate opinions/reactions/explanations must be communicated where required by the task in order to gain full marks for *Task completion*. A mismatch between the subject and the verb will result in ambiguity and the message not being communicated clearly.

For **Task 1**, candidates provided a range of information about their journey to the mountains, e.g. *il y a une semaine, je suis allé à la montagne en voiture* or *je suis partie avec ma famille pour visiter les montagnes.* Candidates who wished to mention the length of the journey were not always successful. The noun *journée* was sometimes mistakenly used for *voyage* or *trajet.*

For **Task 2**, candidates did not always write about activities related to the mountains and mentioned things which they could have done anywhere. They still completed the task, provided that the tense was correct.

Task 3 required a simple adaptation of the rubric, e.g. *la meilleure saison pour y aller est l'hiver.* Many candidates took the opportunity to explain their choice, e.g. *car on peut faire du ski*. Summer and winter were the most frequently mentioned seasons. Candidates who preferred spring often misspelt *printemps*.

Two elements were expected in the response to **Task 4**: the idea of necessity and a course of action to protect the mountain environment, e.g. *il faut planter des arbres* or *on ne doit pas faire de feux de camps*. Some candidates confused *déchets* and *poubelle*. Candidates who answered with general ideas relating to good environmental practice, e.g. *il faut éteindre les lumières* or *il faut fermer les robinets* did not meet the requirements of the task.

Task 5 could be completed with a straightforward statement, such as *je voudrais aller au bord de la mer* or *j'aimerais visiter une ville au Japon*. Many candidates took the opportunity to add a few details by explaining their choice.

Range

Many candidates demonstrated that they could organise their answers using simple conjunctions, e.g. *alors*, *donc*, *enfin*, *en plus*, *pourtant* and give explanations using *parce que* and *car.* Such candidates reached the standard broadly outlined by the descriptors in the 5–6 band. A few candidates gained marks above that level and their work was characterised by frequent examples of complex structures often combined into longer sequences of language, e.g. *après être arrivé dans les montagnes, j'ai passé beaucoup de temps à faire du ski…, cependant chaque année il y a moins de neige à cause du réchauffement climatique…, je te conseille d'y aller en été.*

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

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Accuracy

Candidates often miscopied vocabulary provided in the rubrics, e.g. ***le*** *montagne*, *la mont**age***, *l'enviro**nment***. The words *beaucoup*, *malheureusement* and *parce que* were also often misspelt.

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): Le nouveau club de sport

About 22% of candidates chose this question.

Task completion

All bullet points must be answered in the correct tense/time frame and in the correct person, and appropriate opinions/reactions/explanations must be communicated where required by the task in order to gain full marks for *Task completion*. A mismatch between the subject and the verb will result in ambiguity and the message not being communicated clearly.

Overall, candidates answered **Task 1** well, with statements such as *le maire a ouvert le club de sport* or *le soir il y avait des feux d'artifice.*

Most candidates responded to **Task 2** by adapting the rubric, e.g. *on peut faire du judo* or *on peut nager dans la piscine.* Candidates sometimes added information about the facilities, e.g. *il y a un restaurant.* However, the description of a place or a facility on its own was not sufficient to complete the task, as the question asked for activities.

Task 3 could be answered with a manipulation of the rubric, e.g. *j'ai dû payer 50 euros* or *j'ai dû demander une place en ligne.* Only a few candidates knew the verb *s'inscrire* (*j'ai dû aller au centre pour m'inscrire*).

Candidates performed well on **Task 4** and offered a range of advantages of membership, e.g. *on peut faire du sport tous les jours* or *on peut rencontrer d'autres personnes.* There were often errors in the introductory clause, such as *il y a beaucoup d'a**d**vantages* or *les avantages **est** que…*

Most candidates were able to identify a new sport to try out in **Task 5**, e.g. *je voudrais essayer le golf* or *j'aimerais essayer le badminton.* Many candidates added a few details by explaining their choice. Some candidates did not know the correct form of the conditional verb and incorrectly wrote *j'aimerie* or *je voudrie*.

Range

Many candidates demonstrated that they could organise their answers using simple conjunctions, e.g. *alors*, *donc*, *enfin*, *en plus*, *pourtant* and give explanations using *parce que* and *car.* Such candidates reached the standard broadly outlined by the descriptors in the 5–6 band. A few candidates gained marks above that level and their work was characterised by frequent examples of complex structures often combined into longer sequences of language, e.g. *il faut payer beaucoup d'argent mais j'ai découvert qu'il y avait des prix moins chers sur leur site internet…*, *être membre du club vous donne accès à toutes les machines dans le gymnase…, c'est un sport qui m'intéresse*.

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 often misspelt *activités* as *activities.*

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 0520/42
Writing

Key messages

Candidates are advised to:

- use single words and not to reuse examples when completing the form in **Question 1**,
- respond to all parts of **Question 2** in the tense indicated,
- use simple linking words in **Question 2**, for example when giving opinions/explanations,
- choose the option in **Question 3** which allows them to show what they know,
- give brief additional details in response to individual tasks in **Question 3**,
- plan and organise answers into a coherent piece of writing, using extended sentences where possible.

General comments

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

There were also many instances in both **Question 2** and **Question 3** where candidates wanted to convey the idea of relaxing; there are three verbs to express this notion and they are all reflexive verbs: *se détendre*, *se relaxer*, *se reposer.*

Candidates must refrain from writing extremely long essays for both **Question 2** and **Question 3**. Writing pieces of more than 200 words is counter productive as they tend to lack focus and often show an increase in inaccuracies.

Candidates must ensure that their writing is legible. Several answers were very difficult to read as candidates had written over their first draft. Candidates should also ensure that they form their letters carefully so that their writing is easily understood.

Comments on specific questions

Question 1: Colonie de vacances internationale des Pyrénées

Overall, candidates answered this question well.

Gaps 1 and **2** were well done. An adjective describing the candidate's personality was required for **Gap 3**; candidates who used *grand(e)* or *joli(e)* could not gain the mark. Almost all candidates were able to provide a sport for **Gap 4**. Places such as *piscine* or *patinoire* could not be rewarded as they did not fulfil the rubric. *Musique* and *jeux vidéo* were the most common choices for **Gap 5**. As sports had already been tested in **Gap 4** (and *sport* was the example), candidates who mentioned another sport were not rewarded.

Question 2: Les vêtements

For **Task 1**, candidates were asked to describe the clothes they wear at the weekend. Most were able to accurately use *je porte* or *j'aime porter* before a list of clothes. Candidates who used *je port* did not convey a meaningful message.

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Many candidates misunderstood **Task 2** and thought they had to comment on the clothes worn by their parents. For a task to be fully completed, the subject-verb accord needs to be accurate. Many candidates did not successfully make the verb *penser* agree with *mes parents.* A small number of candidates used *choix* as a verb.

Task 3 was overall successful. To fully communicate, candidates had to say whether they were for or against their school uniform and why. Candidates who opted for a very basic sentence such as *j'aime mon uniforme scolaire car il est confortable* completed the task. Many candidates who were opposed to a school uniform often compromised the clarity of their message as their use of *ne … pas* was faulty. They either omitted *ne* before the verb or used *ne … pas* around the adjective. The English adjective *uncomfortable* was often used instead of *inconfortable.*

For **Task 4**, candidates had to say whether they shopped online or in shops and why. For the task to be fully completed, a justification had to be provided. Most candidates seemed to favour online shopping: *c'est moins cher* and *il y a plus de choix* were often mentioned. Candidates who used *convenient* instead of *pratique* distorted the message they were trying to convey. Those who preferred going to shops often stated *je peux essayer les vêtements* or *je veux voir la qualité/la taille avant d'acheter*. Candidates must ensure that they read the questions asked more carefully to avoid unnecessary errors: the question stated *vos vêtements,* but many candidates used *mon vêtement* in their answer.

Task 5 was well done as most candidates successfully used *je voudrais recevoir* followed by an item of clothing. The question clearly asked for items of clothing, so candidates who indicated that they wanted a new mobile phone or a watch could not be rewarded. The task was phrased in the conditional and candidates were expected to use the same time frame in their answer. Candidates who relied on expressions such as *j'espère,* only partially completed the task. Some candidates misunderstood the task and described the clothes they'd like to wear for their next birthday.

Question 3(a): La visite d'un endroit historique

59% of candidates chose this question.

Task completion

All bullet points must be answered in the correct tense/time frame and in the correct person, and appropriate opinions/reactions/explanations must be communicated where required by the task in order to gain full marks for *Task completion*. A mismatch between the subject and the verb will result in ambiguity and the message not being communicated clearly.

For **Task 1**, candidates were asked to describe a historical place they had visited. A few candidates omitted to mention what the place was and just wrote *l'endroit historique était grand*. Many gave a good description of a museum or castle they had visited, mentioning its size as well as all the objects it contained. Touristic towns which offered a variety of ancient buildings were often used to fulfil the task.

Task 2 was usually well done. As well as *j'ai pris beaucoup de photos,* many candidates also mentioned *j'ai fait un pique-nique dans le parc* or *j'ai acheté des souvenirs pour mes amis*. Candidates with a secure knowledge of the perfect tense often provided several extra details for which they were rewarded.

For **Task 3**, some candidates did not read the question closely enough and wrote about what they had liked during the visit and not what they had not enjoyed. The most common complaints were *il y avait trop de touristes/trop de bruit.* Others found that the food or the tickets were too expensive.

For **Task 4**, the use of the present tense was required to explain why the place was popular with tourists. This task was usually briefly completed. Most candidates were able to manipulate the question to write *l'endroit est populaire avec les touristes car c'est très pittoresque*. Candidates need to be made aware that the use of *trop* instead of *très* should be avoided in written French.

For **Task 5**, candidates were invited to say what other place they would like to visit in the future. The question was phrased in the conditional and a similar time frame was expected in the answer. Some candidates only partially completed the task as they used a verb in the future or the imperfect.

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Range

Many candidates demonstrated that they could organise their answers using simple conjunctions, e.g. *alors*, *donc*, *enfin*, *en plus*, *pourtant* and give explanations using *parce que* and *car.* Such candidates reached the standard broadly outlined by the descriptors in the 5–6 band. A few candidates gained marks above that level and their work was characterised by frequent examples of complex structures often combined into longer sequences of language, e.g. *j'aimerais aller à la Tour Eiffel car je ne l'ai jamais vue.*

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

There were numerous incorrect spellings of *parce que* which compromised the intended meaning, e.g. *pas que*, *parc que*, *parse que*. Candidates should also remember that elision is sometimes required e.g. *parce qu'il y avait trop de touristes.*

Candidates should copy carefully from the question paper (e.g. *la visite* and *les touristes*) and they should be able to make simple adaptations of structures in the rubric e.g. *je n'ai pas apprécié* rather than *je n'ai apprécié pas.*

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): Ma première année à l'école secondaire

41% of candidates chose this question.

Task completion

All bullet points must be answered in the correct tense/time frame and in the correct person, and appropriate opinions/reactions/explanations must be communicated where required by the task in order to gain full marks for *Task completion*. A mismatch between the subject and the verb will result in ambiguity and the message not being communicated clearly.

For **Task 1**, candidates were asked to give details about their first day in their new school. There were many very lengthy responses as candidates wrote about their morning routine before getting to school. Candidates were free to give any kind of relevant detail about their first day. Many successfully described how they felt on entering the school, e.g. *le premier jour, j'étais un peu anxieuse car je n'avais pas d'amis dans ce collège.* Some candidates listed the lessons they had, as well as the activities they did during their breaks. Some candidates misunderstood the task and wrote about their first year rather than their first day.

Task 2 also required the use of a past tense. Many mentioned their teachers and new friends, whilst others recounted an event that they had particularly enjoyed e.g. *j'ai surtout aimé la journée sportive car j'ai gagné une médaille*. Candidates who wanted to express their appreciation of some new subjects or lessons often used the incorrect words, e.g. *sujets* rather than *matières.*

Task 3 required the use of the present tense to identify the difficulties which new candidates may experience in a new school. A few accurately lifted *quand on commence dans une nouvelle école* but struggled to list possible difficulties. The use of *on* followed by a verb in the present tense was a straightforward way of conveying a clear message, e.g. *on ne connaît personne*. Many candidates only partially completed the task as they described their own experience using a verb in a past tense.

For **Task 4**, candidates had to explain why it was important to do homework. For many, it was the path to a better job/future e.g. *il est important de faire ses devoirs pour avoir un bon métier plus tard/pour pouvoir aller à une bonne université.* Some distorted their message by using *mon devoir* instead of *mes devoirs.*

Very few candidates fully completed **Task 5** as the key word *conseil* was not widely understood and they could not manipulate *donneriez-vous.* Some achieved partial communication with the use of *il faut*, e.g. *il faut travailler dur.*

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Range

There were some well organised accounts which met the criteria outlined in the 5–6 band. A small proportion of candidates reached the 7–8 band as they used some more complex language e.g. *en arrivant à l'école, j'avais très peur car je ne connaissais personne* or *après être entrée dans la classe, j'ai cherché une place libre.*

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 confused *ennuyé* and *ennuyeux* and often misspelt them. Other commonly misspelt words included: *beaucoup*, *matières*, *nourriture*, *professeur*, *scolaire.* Sometimes the error compromised the meaning.

Candidates should be reminded about where to place adverbs as these were often wrongly put after the past participle e.g. *j'ai aimé aussi les professeurs.*

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 and not to reuse examples when completing the form in **Question 1**,
- respond to all parts of **Question 2** in the tense indicated,
- use simple linking words in **Question 2**, for example when giving opinions/explanations,
- choose the option in **Question 3** which allows them to show what they know,
- give brief additional details in response to individual tasks in **Question 3**,
- plan and organise answers into a coherent piece of writing, using extended sentences where possible.

General comments

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

It is important that candidates write simple, accurate sentences when answering each task, which will allow them to gain a good mark for *Task completion*. If they can then expand on these basic ideas using linking words, they may increase their mark for *Range*. Many candidates were not able to show consistent control of sentence structure.

One way of being successful is to adapt the structures used in the questions, for example *Qu'est-ce que les touristes peuvent faire ? … Les touristes peuvent…*

Most candidates wrote pieces of appropriate length. Short pieces will not display the expected range of detail and linguistic variety, overlong answers are at risk of being less accurate.

Comments on specific questions

Question 1: Vous faites une commande de produits biologiques en ligne.

Overall, candidates answered this question well. For **Gap 4**, some candidates could not find an appropriate word for a type of meat.

Question 2: Mon pays

Task 1 was answered well and candidates gave various examples about their country's geography, e.g. *mon pays est à côté de l'océan* or *il y a des montagnes.*

For **Task 2**, a few candidates were uncertain about the structures needed regarding seasons, e.g. *il y a de la pluie* or *il pleut.*

Task 3 was done well, and candidates were able to give their opinion of their local food e.g. *la cuisine est délicieuse* or *c'est la meilleure cuisine au monde.*

Some candidates gave detailed information about the attractions for tourists in **Task 4**, e.g. *les touristes peuvent nager dans la mer* or *on peut faire les courses au marché.*

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For **Task 5**, candidates had to answer with a conditional tense e.g. *je voudrais habiter ici dans mon pays* or *j'aimerais habiter dans un pays où il fait froid.*

Question 3(a): La fin de l'année scolaire

79% of candidates chose this question.

Task completion

All bullet points must be answered in the correct tense/time frame and in the correct person, and appropriate opinions/reactions/explanations must be communicated where required by the task in order to gain full marks for *Task completion*. A mismatch between the subject and the verb will result in ambiguity and the message not being communicated clearly.

For **Task 1**, candidates needed to use the rubric to formulate their answers, e.g. *le meilleur moment a été quand nous avons gagné le match de foot* or *quand j'ai gagné un prix.*

For **Task 2**, some candidates were successful in extending their sentence to convey the information, e.g. *j'étais triste parce que je ne vais pas voir mes amies* or *j'étais content parce que j'ai trouvé l'année difficile.*

Overall, candidates understood **Task 3** but did not always respond in the past tense: *nous avons regardé un film au cinéma* or *on a passé une soirée à danser et chanter.*

Task 4 was done well, with answers such as *l'éducation est importante pour notre avenir, l'éducation est importante pour comprendre le monde* or *l'éducation nous aide à trouver un bon travail.*

For **Task 5**, candidates had to use a future form of the verb, e.g. *je vais continuer mes études* or *je vais chercher un emploi.* Some candidates misunderstood the question and wrote about their holiday plans.

Range

Candidates demonstrated that they could organise their answers using simple conjunctions, e.g. *alors*, *donc*, *enfin*, *en plus*, *pourtant* and give explanations using *parce que* and *car.* Such candidates reached the standard broadly outlined by the descriptors in the 5–6 band. A few candidates gained marks above that level and their work was characterised by frequent examples of complex structures often combined into longer sequences of language, e.g. *le meilleur moment, c'était quand tous mes copains et moi sommes allés à la plage / je suis content de finir l'année parce que je peux enfin me relaxer / je vais sûrement trouver des amis avec qui je vais faire la fête.*

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 miscopied vocabulary provided in the rubrics, e.g. *m**ell**ieur*, *m**eli**eur*, *exam**in**s*, *va**n**cances.* There were also various misspellings of *année*, *beaucoup*, *famille*, *parce que*.

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): La visite de votre ami(e)

21% of candidates chose this question.

Task completion

All bullet points must be answered in the correct tense/time frame and in the correct person, and appropriate opinions/reactions/explanations must be communicated where required by the task in order to gain full marks for *Task completion*. A mismatch between the subject and the verb will result in ambiguity and the message not being communicated clearly.

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A simple statement in the perfect tense about a shared activity was sufficient to complete **Task 1** e.g. *nous sommes allés en ville* or *j'ai joué au tennis avec mon amie.*

For **Task 2**, some candidates could not formulate the reflexive verb form (*je m'entends*) and wrote *je entends* or *je s'entend* instead.

Candidates did not always recognise the tense needed in **Task 3**, e.g. *elle a aimé nager à la piscine* or *il a aimé rencontrer ma famille.*

For **Task 4**, simple comments such as *ma ville est très tranquille* were sufficient. When candidates tried to adapt the wording of the question, they were less successful and wrote *les a**d**vantages **est**…*

For **Task 5**, candidates were not always secure in using the conditional tense.

Range

Candidates who chose this question showed a little more skill in varying sentence patterns and using more complex structures, e.g. *je m'entends bien avec mon ami parce que je le trouve honnête et gentil / l'avantage de vivre dans ma ville c'est que c'est au bord de la mer / c'est une ville tranquille où on peut se relaxer, je l'adore car c'est parfait / si j'avais le choix j'aimerais jouer au foot avec mon amie quand j'irai chez 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 miscopied vocabulary provided in the rubrics, e.g. *vi**ste**, aime* (instead of *amie*), *a**d**vantage.* There were also various misspellings of *beaucoup*, *malheureusement*, *parce que*.

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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