

FRENCH

Paper 0520/11
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The November 2024 Listening paper consisted of 37 multiple-choice questions. Overall, candidates performed well in the paper 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**.

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.

Comments on specific questions

Questions 1–8

The extracts were short, straightforward exchanges. Overall candidates performed very well in this exercise.

Most candidates understood the time in **Question 1**. In **Question 2**, a third of the candidates recognised *le quai*; option **A**, *la salle d'attente*, was the most common incorrect answer. In **Question 3**, many candidates were familiar with *salle de bains* and successfully chose **B**; option **C** was the most frequent incorrect answer. In **Question 4**, many candidates selected the correct pet, **D**; those who answered incorrectly mostly chose **B**. In **Question 5**, nearly all the candidates chose the correct answer **B**, *sandales*. All answered **Question 6** successfully. In **Question 7**, most candidates selected the correct answer **C**, *au théâtre*. All candidates understood *clarinette* in **Question 8**.

Questions 9–14

Here candidates heard a longer extract which featured information about a festival in Gannat, France. Overall candidates performed well in this exercise.

For **Question 9**, many candidates chose the correct month, **C**; those who answered incorrectly mostly chose **B**. Most candidates understood *danse traditionnelle* in **Question 10** and *tartes aux fruits* in **Question 11**. In **Question 12**, over two thirds of the candidates knew the word *volcan* and selected **C**; option **B** was the most frequent incorrect answer. **Question 13** was attempted well, and many candidates selected the correct answer **C**; those who answered incorrectly all chose **D**. In **Question 14**, nearly two thirds of the candidates chose the correct answer **A**; option **D** was the most common incorrect answer, as candidates perhaps assumed it was the most likely setting for a picnic.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between Gaspard and a friend about different methods of transport. Overall candidates performed well in this exercise.

In **Question 15**, most candidates successfully matched *ça pollue l'atmosphère* with **E** and in **Question 16**, most chose the correct answer **A**. There was no clear pattern in the incorrect answers for these two questions. **Question 17** was attempted well and many candidates successfully matched *je n'ai pas encore voyagé en avion* with **C**; those who answered incorrectly mostly chose **D**. In **Question 18**, over three quarters of candidates successfully matched *c'est toujours moins cher pour nous les étudiants* with **B**; statement **F** was the most frequent error. Similar numbers answered **Question 19** successfully; **B** was the most common incorrect answer for this question.

Questions 20–28

In this exercise, candidates heard an interview in two parts, first with Mathilde, then with Arnaud, about playing chess. The exercise represented a step up in the incline of difficulty of the test.

Many candidates answered **Question 20** successfully and chose **C**; those who answered incorrectly heard 8 *ans* and chose distractor **B**. In **Question 21**, over two thirds of the candidates successfully selected **B**; most of the others heard *la pause de midi* and chose distractor **A**, which referred to when Mathilde played chess at primary school. In **Question 22**, many candidates understood *en plein air* and successfully selected **B**;

distractor **A** was the most common error. **Question 23** was attempted well. Over three quarters of the candidates understood *ça me permet d'améliorer ma mémoire* and correctly chose **C**; most of those who answered incorrectly chose distractor **B**, a commonly held belief, but not the main benefit for Mathilde. In **Question 24**, many candidates successfully chose **A**. Most of those who answered incorrectly heard *les échecs vous rendent plus intelligent* and chose distractor **B**. Candidates needed to listen carefully to the start of the sentence as *je ne suis pas sûre si* contradicted **B**.

Nearly three quarters of the candidates answered **Question 25** successfully and selected **B**; distractor **A**, which referred to Arnaud's friend, was the most frequent incorrect answer. Similar numbers chose the correct answer **A** in **Question 26**; most of those who answered incorrectly heard *4 heures* and chose distractor **C**, which applied to other tournaments, not those organised by Arnaud. In **Question 27**, nearly two thirds of the candidates successfully chose **A**, whilst most of the others chose distractor **B**. Candidates needed to listen to the whole sentence as Arnaud explained that being calm is indeed an advantage when playing chess, but not one of his qualities. In **Question 28**, many candidates understood *j'aime mieux* and selected the correct answer **C**; distractor **B** was the most common incorrect answer.

Questions 29–34

In this extract, candidates heard an interview with Bastien who talks about kitesurfing. This was an appropriately demanding exercise at this stage of the paper.

In **Question 29**, nearly half the cohort chose the correct answer **C**; distractors **A** and **B** were the most common incorrect answers. Candidates needed to listen to the passage in detail to understand who, of all the people mentioned, first persuaded Bastien to try this sport. **Question 30** was demanding. Over a quarter of the candidates understood *je n'avais qu'une envie, c'était d'aller dans l'eau* and successfully chose **A**; there was no clear pattern in the incorrect answers for this question. **Question 31** was attempted well and over three quarters of the candidates chose the correct answer **B**; distractors **A** and **D** were the most frequent errors. Candidates needed to listen carefully to the whole passage in order to select what Bastien enjoys **the most**, introduced by *j'aime surtout le fait que* in the passage. In **Question 32**, over half the cohort chose the correct answer **D**; most of those who answered incorrectly heard *sponsors* and selected distractor **B**. For **Question 33**, over half the candidates successfully chose **B** whilst distractor **C** was the most common incorrect answer. **Question 34** was the most demanding in this exercise. Nearly a quarter of the candidates successfully chose **C** whilst over half incorrectly chose distractor **A**. Candidates needed to listen carefully as Bastien explained what happens as a rule before an event – such as putting on his helmet and special glasses, as well as the coach checking the sail – and what happens sometimes, if the weather is bad.

Questions 35–37

In this exercise, candidates heard an interview with Kyria, who lives in Dakar, Senegal. 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**, three quarters of the cohort successfully selected **B** and nearly two thirds correctly chose **E**. Statement **C** proved a strong distractor for nearly a quarter of the candidates: they needed to listen carefully as Kyria said that she used to holiday in Senegal with her father when she was young, not her brother. In **Question 36**, nearly half the candidates correctly selected **A** and over half chose the correct answer **B**. Over a third incorrectly chose distractor **C**, although Kyria said that her aunt worked as a TV presenter. A third of candidates heard *taxi* and chose distractor **E**. In **Question 37**, over half the candidates understood *sans couverts* and successfully chose **C**; nearly half chose the correct answer **E**. Distractor **D** was the most common incorrect answer. Candidates needed to listen to the whole sentence as although Kyria stated that there are fewer shops in Dakar, she went on to say that she does not mind.

FRENCH

Paper 0520/12
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The November 2024 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**.

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.

Comments on specific questions

Questions 1–8

Candidates heard short, straightforward exchanges. Overall, candidates performed well in this exercise.

In **Question 1**, most candidates understood the price of a bus ticket. In **Question 2**, over two thirds of the candidates recognised *confitures*. In **Question 3**, many candidates were familiar with *poire*. Most candidates answered **Question 4** successfully. There was no pattern in the incorrect answers for these questions. In **Question 5**, nearly two thirds of the candidates knew the word *port* and successfully selected **C**; option **B** was the most frequent incorrect answer. For **Question 6**, nearly three quarters of the candidates understood *film comique* and correctly selected **D**; most of those who answered incorrectly chose **B**. Many candidates answered **Question 7** successfully; the others mostly chose **A**. In **Question 8**, nearly two thirds of the candidates were familiar with *orange*; **B** and **C** were the most common incorrect answers.

Questions 9–14

Here candidates heard a longer extract about an advertisement for the Musée des Pyrénées, in France. Overall, candidates performed well in this exercise.

In **Question 9**, over three quarters of the candidates chose the correct month; option **A** was the most common incorrect answer. Similar numbers identified the length of the visit in **Question 10**; those who answered incorrectly often chose **D**. **Question 11** was attempted well and many candidates selected the correct answer **A**; there was no clear pattern in the incorrect answers. In **Question 12**, three quarters of the candidates understood *champignons* and successfully selected **D**; option **B** was the most frequent incorrect answer. In **Question 13**, nearly a third of the cohort recognised *VTT*; option **C** was the most common error, followed by **D**. In **Question 14**, just over three quarters of the candidates identified *sac à dos*; those who answered incorrectly mostly chose **C**.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between Stella and her friend about festivals in France. Candidates performed fairly well in this exercise.

In **Question 15**, just over half the candidates successfully matched *ce n'est pas bon marché* with statement **D**. **Question 16** was attempted well and many candidates chose the correct answer **F**. There was no clear pattern in the incorrect answers for these questions. In **Question 17**, half the cohort successfully matched *du dimanche au vendredi suivant* with **A**; statements **C** and **E** were the most frequent incorrect answers. In **Question 18**, over half the cohort understood *il est très connu* and chose the correct answer **C**; statement **A** was the most common incorrect answer. Two thirds of the candidates successfully answered **Question 19**. There was no clear pattern in the incorrect answers.

Questions 20–28

In this exercise candidates heard an interview in two parts, first with Clémentine, then with Damien, who talk about the work they do whilst travelling. The exercise represented a step up in the incline of difficulty of the test.

In **Question 20**, nearly three quarters of the candidates correctly chose **C**. Most of the others heard *à Paris* and chose distractor **B**, which is where Clémentine's family lives. In **Question 21**, nearly two thirds of the candidates successfully selected **B**; those who answered incorrectly nearly all chose distractor **A**, which referred to when Clémentine started travelling again, not to her first trip. In **Question 22**, over a quarter of the cohort successfully matched *une petite salle climatisée* with **C**; nearly half incorrectly chose distractor **B**. In **Question 23**, half the candidates successfully selected **A**; most of the others chose distractor **C**. Candidates needed to listen carefully to the verbs and time phrases to understand what Clémentine does to earn a living now, and what she did when she started travelling. In **Question 24**, nearly two thirds of the cohort chose the correct answer **A**; distractor **B** was the most frequent incorrect answer.

In **Question 25**, over half the candidates successfully matched *je veux aller voir un temple bouddhiste* with **C**. Most of those who answered incorrectly chose distractor **A**. Candidates needed to listen carefully to understand the sequence of events, as Damien explained that he had been in Cambodia for several months and was not planning to stay much longer. In **Question 26**, nearly two thirds of the candidates chose the correct answer **B**; most of those who answered incorrectly chose distractor **A**, a job that Damien has done on occasions, although he trained as a plumber. **Question 27** was attempted well, and three quarters of the candidates correctly chose **C**; the most common incorrect answer was distractor **A**, a dish that Damien has not tried yet. In **Question 28**, nearly two thirds of the candidates successfully matched *j'aime mon indépendance* with **A**; a quarter incorrectly chose distractor **C**.

Questions 29–34

In this exercise, candidates heard an interview with Oriane, who wants to become a journalist. This exercise represented another step up in the incline of difficulty of the test.

Question 29 was attempted well and over three quarters of the candidates chose the correct answer **A**; distractor **B** was the most frequent incorrect answer. In **Question 30**, over half the candidates correctly chose **D**; a quarter heard *bénévoles* and incorrectly chose distractor **B**. In **Question 31**, nearly a third of the cohort successfully selected **C**; over half incorrectly chose distractor **B**, a requisite to become a journalist, but not the most important factor according to Oriane. For **Question 32**, over a third of the candidates selected the correct answer **D** whilst nearly half incorrectly chose distractor **B**, something Oriane used to do when she first worked as a journalist, but she now makes time to chat. **Question 33** was demanding. Nearly a third of the candidates successfully chose the correct answer **C**; those who answered incorrectly chose distractors **B** and **C** in equal numbers. Candidates needed to listen carefully to the whole passage as Oriane mentioned both inconvenients, but went on to dismiss them with, *je m'y habituerai* and *ce n'est pas grave à mon avis*. In **Question 34**, nearly half the candidates successfully matched *avant tout, je suis ouverte d'esprit* with **D**; nearly a third incorrectly chose distractor **A**. Candidate needed to listen carefully as they had to pick Oriane's main quality, introduced by *avant tout* in the text.

Questions 35–37

In this exercise, candidates heard an interview with Mahel, a young man who is passionate about ecology. 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 the cohort successfully selected option **B** and nearly half option **C**. Over half the candidates heard *bouteilles en plastique dans la mer* and incorrectly chose distractor **D**. The others chose distractors **A** and **E** in equal numbers. Candidates needed to listen carefully to the whole passage, as Mahel explained that, unlike other people who like to talk about ecology, he prefers to act. In **Question 36**, just under half the cohort successfully chose **C** and **E**. As many incorrectly chose distractor **B**. Candidates needed to listen carefully as *moins voyagé* referred to the food that his family prefers to buy, not to them. Over a third of the candidates missed the negative in *je n'arrive pas à en trouver* and incorrectly chose distractor **A**. In **Question 37**, well over half the cohort successfully selected **D** and nearly a third **E**. Many candidates incorrectly chose distractor **A**. They needed to listen to the verbs carefully, as *je me suis même mis* and *je cultive* both indicated that Mahel has already started gardening. Over a third of the candidates heard *avec mes copains* and incorrectly chose distractor **C**.

FRENCH

Paper 0520/13
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The November 2024 Listening paper consisted of 37 multiple-choice questions. Overall candidates performed in a satisfactory way and 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**.

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.

Comments on specific questions

Questions 1–8

The extracts were short, straightforward exchanges. Overall candidates performed well in this exercise.

Many candidates answered **Question 1** successfully and chose **C**; most of those who answered incorrectly selected **B**, *à vélo*. In **Question 2**, over three quarters of the cohort were familiar with *gants*; some candidates understood *il fait froid* but incorrectly chose **C**. Nearly all candidates answered **Question 3** successfully. In **Question 4**, many candidates understood *fenêtre*; there was no clear pattern in the incorrect answers. In **Question 5**, over half the candidates were familiar with tableware items and understood *verre*; nearly a quarter incorrectly chose **B**. All candidates answered **Question 6** and **Question 8** successfully. **Question 7** was attempted well and most candidates recognised *brosse à dents*; those who answered incorrectly usually chose option **D**.

Questions 9–14

Here candidates heard a longer extract which featured information about a theme park in France, Le Royaume des Miracles. Overall candidates performed well in this exercise.

In **Question 9**, many candidates chose the correct ordinal number **B**. There was no clear pattern in the incorrect answers. In **Question 10**, nearly three quarters of the candidates understood *feu d'artifice*; most of those who answered incorrectly chose **B**. Nearly all candidates answered **Question 11** successfully. In **Question 12**, over half the cohort recognised *chalet* and selected **C**; options **A** and **D** were the most common incorrect answers. Many candidates understood *plan* in **Question 13**; most of the others incorrectly chose **A**. **Question 14** was also attempted well, with many candidates selecting *cartes postales*. Option **C** was the most common incorrect answer.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between Flora and her friend about French towns. Overall candidates performed well in this exercise.

In **Question 15**, most candidates correctly matched *acheter une nouvelle robe* with **D**; statements **B** and **E** were the most common incorrect answers. **Question 16** was attempted well and many candidates successfully matched *un bus électrique tout neuf* with **F**; those who answered incorrectly mostly chose statements **B** and **C**. In **Question 17**, nearly three quarters of the candidates understood *embouteillages* and successfully selected **A**. There was no clear pattern in the incorrect answers for this question. **Question 18** was also attempted well and just over three quarters of the cohort successfully matched *on y fait des promenades très agréables* with **B**; statements **A** and **C** were the most frequent errors. In **Question 19**, just over two thirds of the candidates understood *ce n'est pas loin de chez moi* and successfully chose **C**. There was no clear pattern in the incorrect answers.

Questions 20–28

In this exercise, candidates heard an interview in two parts with Céline, a young French woman, who works on a cruise ship. The exercise represented a step up in the incline of difficulty of the test.

Many candidates answered **Question 20** successfully and chose **A**. Most of those who answered incorrectly heard *8 mois* and chose distractor **B**, which referred to the time Céline can spend on board, not to her forthcoming trip. **Question 21** was attempted well, and many candidates successfully selected **A**; nearly all those who answered incorrectly chose distractor **B**. In **Question 22**, nearly half the cohort successfully matched *préparer les programmes d'activités* with **C**; most of those who answered incorrectly heard *les menus* and selected distractor **B**. All candidates were familiar with the Internet vocabulary tested in **Question 23**. In **Question 24**, nearly two thirds of the cohort successfully selected **B**; those who answered incorrectly chose **A** and **C** in equal numbers.

Question 25 was challenging. Over a quarter of the candidates successfully selected **B**; most of the others heard *la cantine* and incorrectly chose distractor **C**. **Question 26** was attempted well. Over three quarters of the cohort understood *sympa et sociable* and chose the correct answer **A**. There was no clear pattern in the incorrect answers. Similar numbers answered **Question 27** successfully; those who answered incorrectly nearly all missed the negative in *je n'ai pas d'armoire* and chose distractor **B**. Over three quarters of the candidates also answered **Question 28** successfully; the others heard *été malades* and chose distractor **A**. Candidates needed to listen carefully as this referred to other passengers on the ship, not Céline.

Questions 29–34

In this extract, candidates heard an interview with Clément, a young Belgian actor. This was an appropriately demanding exercise at this stage of the paper.

For **Question 29**, nearly half the candidates chose the correct answer **C**; those who answered incorrectly chose either distractor **A** or **B**. Candidates needed to listen carefully as Clément said that he watched a lot of films on TV, not at the cinema. In **Question 30**, over half the cohort understood that Clément arrived an hour late for the TV recording and successfully chose **B**; the others chose distractors **A** and **D** in equal numbers. **Question 31** was also attempted well with over half the candidates successfully selecting **D**; the others chose either distractor **A** or **B**. Candidates needed to listen to the whole sentence as Clément first said that he was pleased to join the drama school but later found that it was not what he wanted after all. Over half the cohort also answered **Question 32** successfully and selected **A**, whilst a third heard *appartement* and incorrectly chose distractor **C**. In **Question 33**, just over half the candidates correctly chose **C**. A quarter missed the negative in *je ne vais certainement pas devenir* and chose distractor **A**. In **Question 34**, nearly half the candidates selected the correct answer **A**; those who answered incorrectly mostly chose distractors **B** and **D**. Candidates needed to listen carefully as they had to pick the main quality (*pour être acteur, on doit surtout être...*), which was introduced by *l'essentiel c'est* in the passage.

Questions 35–37

In this exercise, candidates heard an interview with Nadine, a young French synchronised swimmer. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five. This was an appropriately demanding and challenging exercise at this stage of the paper.

Question 35 was attempted well. Nearly half the candidates successfully chose statement **B** and three quarters statement **D**. Nearly half heard *compétition* and incorrectly chose distractor **C**; they needed to listen carefully as this referred to a single event, a competition that Nadine attended, where she discovered the sport. In **Question 36**, over half the candidates understood *bonnes relations avec les autres filles* and correctly chose **A** and nearly half successfully selected **B**. As many incorrectly chose distractor **C**, although Nadine explained that it was her friend Estelle who chose the music rather than the coach. The others incorrectly chose distractors **D** and **E**: they needed to listen carefully to the whole passage to understand that it was the parents who made the costumes; *ça prend beaucoup de temps* at the end of the section also contradicted **E**. In **Question 37**, nearly half the candidates successfully selected **B**, and over three quarters chose **C**. Nearly a third of the candidates incorrectly chose distractor **A**. They needed to listen to the whole sentence as Nadine explained that the competition was organised by the town council in Marseilles, not her own club. Over a quarter of the cohort heard *garçons* and incorrectly chose distractor **E**.

FRENCH

Paper 0520/21 Reading 21

Key messages

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

- only select the information from the text that answers the question in **Questions 4** and **6**
- ensure that they use a subject with a conjugated verb
- avoid leaving answers blank.

General comments

Candidates appeared to have sufficient time to complete the paper, and almost all candidates were appropriately entered for the examination. There were few instances of candidates leaving more than a couple of questions blank.

Comments on specific questions

Question 1

Overall, candidates performed very well on this question, but some did not recognise *je m'habille* in **1(a)** and often chose **A** instead of **D**.

Question 2

Overall, candidates performed well on this question, but many did not know *aller-retour* in **2(e)** and chose **G** instead of **B**.

Question 3

Overall, candidates performed well on this question. For **3(a)**, some candidates chose **A** instead of **B**, suggesting that they did not know *à côté / près*. For **3(d)**, some candidates selected **B** instead of **A**. They needed to read the whole paragraph carefully to understand that Sarah prefers to eat at home and not in the canteen. For **3(f)**, some candidates chose **A** instead of **C**.

Question 4

For this exercise, candidates were required to read a more extended text in which Luc wrote about his experience volunteering in an animal refuge. The text was mostly straightforward, and the vocabulary covered familiar topics. Most candidates performed well on this exercise.

The text was written in the first person, and the questions used the third person. Most questions could be answered by lifting a small number of words from the text, but some answers also required a minor manipulation. If candidates choose to lift more than is required to answer questions, they must make any manipulation needed in the extra material, for example replacing *je* with *il* and changing the verb if necessary. Candidates are therefore advised to answer with the minimum number of words.

Overall, **4(a)**, **4(b)**, **4(e)**, **4(f)** and **4(j)** were answered well. For **4(c)** and **4(d)**, candidates usually understood that the questions required an animal for the answer, but some answered with the wrong animal. Others answered with more than one animal, for example stating that Luc found mice and rabbits scary, thus invalidating their answer. A few candidates did not understand **4(g)** and **4(h)**. For **4(k)**, some candidates

focused on what Luc was looking forward to rather than when. Some candidates did not use a subject with the conjugated verb and could not gain the mark.

Question 5

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

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

For **5(e)**, candidates often chose Description **2** instead of **1**. The opening hours in Description **2** did not match Anthony's requirements.

Question 6

This final exercise about a music festival 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.

Verbs do not necessarily have to be correct to score a mark, but the tense chosen must usually be appropriate to the question, and a subject needs to be supplied with conjugated verbs.

For **6(a)**, some candidates answered *dans 25 ans* instead of *il y a 25 ans*. **6(b)** was generally done well. For **6(c)**, some candidates thought that *une quarantaine* referred to the number of spectators, but it referred to *musiciens*. For **6(d)**, a few candidates did not manipulate the verb from the text to answer the question and kept *coûtant*. For **6(e)**, some candidates referred to Mathilde in their answers, and for **6(f)** some candidates included reasons why Vincent liked the festival, which was not what the question was asking. **6(g)** was often done well, but **6(h)** was often misunderstood. For **6(i)**, some candidates answered with *pour continuer la tradition familiale*, which did not answer the question on its own, but was a harmless addition for candidates who answered correctly.

FRENCH

Paper 0520/22 Reading 22

Key messages

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

- ensure that responses are brief and answer the question set
- avoid leaving answers blank, especially in the multiple-choice questions
- remember that answers written in the first person are unlikely to be correct.

General comments

Candidates appeared to have sufficient time to complete the paper, and almost all candidates were appropriately entered for the examination.

Comments on specific questions

Question 1

Overall, candidates performed very well on this question, but **E** was often used to answer **1(b)**, **1(c)** and **1(e)**.

Question 2

Overall, candidates performed well on this question, but some confused **G** and **A** for **2(a)** and **2(d)**. **F** was a common wrong response for **2(a)**.

Question 3

Overall, candidates performed well on this question. For **3(a)**, candidates sometimes chose **B** instead of **A**. For **3(b)**, candidates sometimes chose **A** instead of **B**. For **3(g)**, candidates often chose **B** instead of **A**.

Question 4

For this exercise, candidates were required to read a more extended text in which Paula wrote about a school trip and her love of geography. The text was mostly straightforward, and the vocabulary covered familiar topics. Most candidates performed well on this exercise.

The text was written in the first person, and the questions used the third person. Most questions could be answered by lifting a small number of words from the text, but some answers also required a minor manipulation. If candidates choose to lift more than is required to answer questions, they must make any manipulation needed in the extra material, for example replacing *je* with *elle* and changing the verb if necessary. Candidates are therefore advised to answer with the minimum number of words.

In **4(a)**, some candidates tried to find a synonym for *car* and chose *bus*, which is different. It is expected that candidates lift from the text and there is no benefit in paraphrasing.

Some candidates misunderstood the text and/or the questions and lifted wrong parts of the text. Others added incorrect verbs to answers where no verb was required, and some candidates added information which invalidated their answers.

Question 5

In this question, candidates had to match a series of descriptions with statements from people looking for a job in the field of technology. 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 the sort of job they were looking for, such as position, qualification needed, hours of work. 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.

5(a) was the most challenging but there was no pattern of incorrect answers. Description **4** was often incorrectly chosen for **5(b)** but it was an entry level position and Elsa was an experienced candidate. For **5(d)**, some candidates looked only at the fact that Nesrin was looking for a part time job and chose description **5**, but she was a high-level manager who would not be looking for an apprenticeship position for beginners.

Question 6

This final exercise about Thomas who went fishing, 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. Few candidates achieved full marks, and the questions seem to have discriminated appropriately. Candidates should be reminded that the questions follow the order of the text.

Verbs do not necessarily have to be correct to score a mark, but the tense chosen must usually be appropriate to the question.

Overall, **6(a)**, **6(b)**, **6(d)** and **6(g)** were answered well. For **6(c)**, candidates sometimes misunderstood *qu'est-ce qui* and answered with *sa femme* or *ses enfants*. For **6(e)**, candidates sometimes missed out the object of the sentence. For **6(f)**, some candidates did not lift the text precisely enough and invalidated their answers (e.g. *qu'il aimait être dehors*). Some candidates answered with *il prenait plaisir à se promener* which repeated the question. **6(h)** and **6(i)** were the most challenging questions in this exercise and some candidates wrote the same answer for both questions.

FRENCH

Paper 0520/23 Reading 23

Key messages

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

- read all questions and texts carefully
- check that all questions have been answered
- ensure that responses are brief and answer the question set.

General comments

Candidates appeared to have sufficient time to complete the paper, and almost all candidates were appropriately entered for the examination. Most candidates performed well and showed appropriate skill in completing the tasks.

Comments on specific questions

Question 1

Overall, candidates performed very well on this question.

Question 2

Overall, candidates performed well on this question. For **2(e)**, some candidates incorrectly chose **E** or **C** instead of **G**.

Question 3

Overall, candidates performed very well on this question.

Question 4

For this exercise, candidates were required to read a more extended text in which Vincent wrote about the village where he lives. The text was mostly straightforward, and the vocabulary covered familiar topics. Most candidates performed well on this exercise.

The text was written in the first person, and the questions used the third person. Most questions could be answered by lifting a small number of words from the text, but some answers also required a minor manipulation. If candidates choose to lift more than is required to answer questions, they must make any manipulation needed in the extra material, for example replacing *je* with *il* and changing the verb if necessary. Candidates are therefore advised to answer with the minimum number of words.

For **4(e)**, some candidates attempted a full sentence involving *vouloir* or *avoir envie de* and introduced errors which invalidated their answers. Others targeted the wrong information (*je passais mes soirées à la maison*). For **4(f)**, candidates often tried to answer with a complete sentence and added material which invalidated their answers. Other candidates only lifted *un endroit* from the text, which was not enough to answer the question.

Question 5

In this question, candidates had to match a series of descriptions with statements from people looking for a school. 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 the sort of school they were looking for, such as specialist subjects, boarding school or sports offered. 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.

This exercise was appropriately demanding and discriminated well. **5(c)** and **5(e)** were the most challenging but there was no pattern of incorrect answers.

Question 6

This final exercise about Magali, who wants to become a novelist, 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. Few candidates achieved full marks, and the questions seem to have discriminated appropriately. Candidates should be reminded that the questions follow the order of the text.

Verbs do not necessarily have to be correct to score a mark, but the tense chosen must usually be appropriate to the question.

Overall, **6(a)**, **6(c)** and **6(g)** were answered well. For **6(b)**, candidates usually answered the first part well, but many could not manipulate the text correctly to answer the second part. For **6(d)**, many candidates omitted the article (*les/des*) with *manuels de droit* or included the incorrect *de*. Others lifted the wrong information from the text. For **6(e)**, *en septembre* was a frequent wrong answer. **6(f)** could be answered by a selected lift from the text, but weaker responses included incorrect or irrelevant information. For **6(i)**, weaker candidates often wrote too much or included *donc* from the text and invalidated their answer.

FRENCH

Paper 0520/03 Speaking

Key messages

- Centres had generally prepared candidates well for the Speaking test.
- Role plays were mainly well conducted by examiners.
- In the topics section, some examiners needed to make greater use of extension questions to elicit fuller answers from candidates. Sometimes, the topic conversations, and particularly the first topic, were too short.
- Most examiners understood the need to read the script exactly as printed and observed any pauses indicated.
- Most examiners also understood the need to ask **no more than 2 further questions** of their own if timings were short on topic conversations.
- Centres need to ensure that, in the topics, if a question is not understood or an ambiguous response is given by the candidate, the question must be read again before the alternative question is used.
- The randomisation grid in the Instructions for Teachers/Examiners was usually followed correctly.
- The quality of recordings was usually good, and centres uploaded their work promptly.

General comments

Examiners are now familiar with the format of the test and most conducted the tests efficiently. 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.

Examiners greeted candidates using the prompts provided and nearly all examiners read the scenario for the role plays, as instructed, in French. Most centres correctly followed the instructions concerning the randomisation grid and understood the need to test candidates according to the prescribed order of the cards and conversation topics. **Centres are reminded that the cards should be distributed according to the grid provided on pages 14–15 in the Instructions**, with Card One given to the first candidate who takes the test and so on.

Role plays were generally conducted well. Centres are reminded that questions can be repeated (but not rephrased) **once** if the candidate does not answer a question or gives an ambiguous response. Occasionally, some examiners did not repeat the question and consequently removed the opportunity for the candidate to work for the available marks. It is important for examiners to read the role play tasks **exactly** as printed to ensure that they are not changing the nature and level of difficulty of the tasks. It is useful to note that the role plays (unlike the topic conversations) are **not** timed. Centres are reminded that extension questions should **not** be asked in the role plays. It is worth stressing to candidates that their role play responses should be as concise as possible and be relevant to the set task. Long development of answers is not required to score 2 marks provided that the message is fully communicated.

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 there are two parts to a task it can be harder for candidates to retain all the required information and may confuse them if the PAUSE is not left by the examiner.

In the **Topic conversations**, timings were not always correct. These were sometimes too short, especially on the first of the two topics and, occasionally, too long. In cases of short timings, examiners needed to make greater use of extension and further questions. If tests are too short, candidates do not have the opportunity to show that they can develop their answers.

Questioning technique in the Topic conversations

The best examiners set candidates at ease from the start of the examination and maintained a calm but purposeful pace throughout. They adhered to the correct timings and used the alternative, extension and further questions effectively, supporting the less able candidates and challenging the more able candidates. Some examiners had very thoughtful further questions that enabled candidates to give some well-developed and justified answers. During the preparation prior to the speaking tests period, examiners should be encouraged to prepare a set of differentiated further questions to use with candidates of different abilities.

Some examiners needed to ask more **extension questions** such as *Tu peux me donner plus de détails ?* so that candidates were given the opportunity to develop their answers and go beyond brief or incomplete answers which did not communicate clearly. Candidates need to understand and be familiar with the wordings of these extension questions so that they know when they need to give more detail. **When asking extension questions, examiners should not rephrase the set questions themselves as this can change the nature and level of difficulty of the set task.** Examiners must also not provide vocabulary or ideas to the candidate. It is important to try to use the full 4 minutes available for each topic and also to try to cover the 5 set questions within 4 minutes. In the conversations, *Décris* and *Parle-moi* are common cues that indicate open questions which require more than a minimal response, and this needs emphasising to candidates. When responding to such questions, candidates should try and put in as much relevant detail as possible as they are being invited to develop and go beyond straightforward short answers. Accurate but brief answers do not give candidates the chance to access the higher marking bands.

A few examiners seemed unsure about how to use **alternative questions** in the topic conversations. **Alternative questions** give candidates another opportunity to understand the task and use easier language to test the same points. In this way, candidates have another opportunity to work for the marks. If a candidate does not understand the first version of the question or gives an ambiguous response which does not communicate clearly on **Questions 3, 4 or 5**, the examiner should repeat this first version of the set question. Then, if the candidate still does not understand, the examiner must go on to ask the **alternative question**. In some cases, a few examiners asked the first question which was responded to quite well and then they also asked the alternative question on the same task. Some also used the alternative question as an extension question. This was very confusing for candidates as they thought they had already answered the task. The alternative question, if used, should always be read exactly as printed.

If a topic lasts 3½ minutes or less examiners can ask up to 2 further questions of their choice on the same topic to take them to the limit of 4 minutes. **No more than 2 further questions should be asked**, even if timings are still short of 4 minutes. These questions should be prepared before the test so that they are not made up on the spot. Stronger candidates should be given further questions which are open in nature and which give them the opportunity to say more than a brief response. Sometimes, quite able candidates were given closed questions which required little more than a *oui* or *non* response.

Nearly all examiners remembered to introduce the topic area in French at the start of each topic conversation and linked the different sections of the test in French. Examiners are also reminded **not** to read out the question numbers during the topics as this removes the spontaneity of the test.

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's Working Mark Sheet must match the mark uploaded to the Submit for Assessment portal. When marks have been internally moderated, it is the internally moderated mark that should be uploaded to the Submit for Assessment portal.

Centres 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.

The full name of the examiner must be printed clearly on the centre's Working Mark Sheet. If several examiners are used in a centre, please make sure that the names of the different examiners are printed clearly on the relevant Working Mark Sheets.

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 organising a birthday barbecue, arranging leisure activities and outings, shopping, contacting a language school, and discussing travel and transport featured across the cards. Candidates need to give relevant, concise answers to the tasks and do **not** need to develop role play answers at length. In cases where they developed answers beyond the requirements of the task, candidates sometimes ran the risk of introducing ambiguity into an otherwise creditable response. Most approached the role plays well and many went on to score good marks. The weakest candidates were also usually able to score a few marks for partial achievement on one or two tasks.

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

On each card, the last three tasks were more challenging and gave candidates the opportunity to show that they could use past and future time frames correctly and give opinions and simple explanations. Examiners and candidates should remember that, on the role plays, brief answers can be awarded full marks provided they communicate the set task clearly. A useful technique for candidates to adopt in the 10-minute preparation time is to think very carefully about useful vocabulary and structures which could occur in their given role play scenario. Candidates should also think about the person with whom they are talking, the country they are supposed to be in and the role that they are playing.

Many candidates understood the key question *Pourquoi ?* and were usually able to give simple relevant reasons and opinions. **If a candidate uses a verb, the time frame must be correct for a mark of 2 to be awarded.** Likewise, pronunciation of key vocabulary should be clearly recognisable if the message is to be communicated fully and awarded 2 marks.

Candidates generally need to have as much practice as possible in recognising and identifying the time frame used in a variety of cues on past role play situations. This would be a useful speaking revision exercise or group starter activity in class. Frequent practice on past role play cards can help candidates to identify time frames used in cues. Careful and precise listening to the task is a prerequisite to answering relevantly.

Card 1 was generally approached well by candidates. On **Task 1**, a time reference such as a date, *demain*, *samedi* or *le week-end prochain* was required to complete the task. This was usually answered quite well. On **Task 2**, a number of people was required. Some just replied *mes amis* or *ma famille* which did not fully address the task. **Task 3** required candidates to say what present they had bought. A verb could be avoided by just naming the present. But, if a verb was used, it needed to be in a past time frame. Some weaker candidates said instead what they wanted to buy and had not understood the time frame used in the question. The reason for the choice of present was often expressed in a present time frame and this was appropriate. On **Task 4**, some candidates did not understand *viande* and many found it harder to say what they were going to prepare for vegetarian guests. Some gave incorrect food items for both parts of the task showing that they had not understood *viande* or *invités végétariens*. **Task 5** was usually approached better.

Card 2 was approached confidently by candidates. On **Task 1**, nearly all candidates answered briefly and most chose the colour *rouge*. On **Task 2**, *Combien ?* was not always well understood. Any number was acceptable. On **Task 3**, weaker candidates sometimes thought they were being asked about what they would like to do and mistook the time frame of the question. A repetition of the cue in such cases could sometimes lead the candidates back to answering in a correct time frame. On **Task 4**, *séjourner* was not always understood. This verb appears quite frequently across role plays and candidates need to make sure they are familiar with its meaning. Weaker candidates could not give a reason in the second part of the task. **Task 5** was answered well, and stronger candidates were able to go on and develop their reasons well.

On **Card 3**, both **Task 1** and **Task 2** were well understood. As on other cards, the task which required a past time frame to be used was less well done by weaker candidates. **Task 3** required candidates to say what they did the last time they had visited the countryside and then to give an opinion about what it was like.

Stronger candidates could list an appropriate activity and were able to maintain the past time frame when expressing an opinion about it. Some candidates found it hard to use *c'était* plus an adjective for an opinion and instead slipped into a present time frame. On **Task 4**, most realised that a notion of purchasing was needed but some stated what they had already bought rather than what they needed to buy to prepare for their outing. This did not fully answer the task and led to ambiguity. **Task 5** was generally approached a little more confidently with most able to give an activity they wanted to do during the rest of the holiday. A brief reference such as *le foot* or *la natation* was enough to fulfil the task. There were also some fuller examples of relevant activities expressed such as *on va aller au bord de la mer / à la plage, on va aller au restaurant, on va visiter des monuments et faire du sport*.

On **Card 4, Task 1** and **Task 2** were done well. On **Task 3**, if candidates used verbs they were expected to be in a correct and appropriate past time frame to score 2 marks. Many were able to avoid using verbs and answered briefly saying when they had started to learn French and where. Weaker candidates sometimes misunderstood *où* and said who had taught them instead. On **Task 4**, various reasons were cited for wanting to learn French in France such as being able to improve their French, experiencing another culture and tasting French cooking. On **Task 5**, nearly all were able to choose whether they wanted to stay in the school or in an apartment in town but only the stronger candidates could give a valid reason for their choice.

Card 5 was approached well with most candidates finding **Task 1** and **Task 2** relatively straightforward. The very weakest candidates sometimes struggled with *Comment...?* **Task 3** required verbs to be in appropriate past time frames to score 2 marks. A few misunderstood the task and said what they would like to do before they left for Switzerland and consequently did not communicate the correct message. **Task 4** and **Task 5** were approached much more confidently by candidates.

On **Card 6**, some candidates did not understand that the *gare routière* was in France and that they were supposed to be waiting for a coach in France. **Task 1** required a place to be given to complete the task. Many opted for a city such as Paris or Lyon. Any other destination such as *la plage* was also acceptable as it showed that the cue *où...?* had been understood. On **Task 2**, the verb *dure* was not always understood and often needed to be repeated. The *combien de temps* was better understood and most realised that a number of hours or minutes was required even if they remained unsure as to the meaning of *dure*. On **Task 3**, some examiners read the question as *quand vous arrivez là-bas* (rather than *quand vous arriverez là-bas*). Examiners are reminded that it is very important that the questions are read exactly as printed. Candidates who heard *arrivez* sometimes repeated this form of the verb and gave *quand j'arrivez / j'arrivais* as part of their answer which introduced ambiguity. **Task 4** was well done with nearly all able to state a preference for travel and give a reason for their preference. **Task 5** was also done well even if the first part of the question was not always fully understood.

Card 7 was approached well by most candidates, but some tasks were a challenge for weaker candidates when using time frames. On **Task 1**, most candidates understood the need to give a day, but weaker candidates sometimes gave a time instead, which caused them some confusion when they moved on to **Task 2**. **Task 2** was usually done well. **Task 3** was a very open task which required a past time frame. Most gave a sporting activity of some kind. **Task 4** was usually well done. Some candidates did not seem to understand *séjourner* but did understand that they were being offered a choice between a hotel or a campsite. On **Task 5**, weaker candidates had some difficulty in identifying the correct time frame used in the questions. Instead of answering about what souvenirs they would like to buy before leaving Corsica, they said what they had already bought. In such cases, when the examiner repeated the question, some candidates were able to correct themselves. The second part of the task was usually well done.

On **Card 8, Task 1** and **Task 2** were answered well. On **Task 3**, *logé* and *logement* were not always well known, but stronger candidates were able to identify the type of accommodation they had last stayed in and give an opinion about it. **Task 4** was approached more confidently by candidates. On **Task 5**, some candidates did not realise that they were being asked about which clothes they were going to pack. This could be answered briefly and those who were successful often just identified the items of clothing and did not attempt to manipulate the verb in a future time frame. A few candidates did not understand *vêtements* which is an essential everyday item of vocabulary at this level of learning.

On **Card 9, Task 1**, weaker candidates sometimes misunderstood *où* and thought they were being asked about who was going to go out with them. Repetition of the task by the examiner often helped weaker candidates. **Task 2** was better understood and usually well done. **Task 3** required candidates to indicate how they would be travelling back to the house. This was not always easily understood and the first part of the task often needed repeating. Those who answered briefly managed to avoid manipulating the future time frame. On **Task 4**, many were able to use a past time frame correctly and often said they saw a film at the cinema, ate in a restaurant or went shopping. **Task 5** was approached well by candidates.

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 across the different topics. 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. The topics were equally balanced in terms of demand.

Candidates need to listen carefully to the **whole** question and process it fully and carefully before answering to ensure that their answers contain **relevant** information. Some candidates started to respond too quickly and sometimes did not hear the full question. Centres need to encourage candidates to try to develop their answers in a spontaneous way and to try to develop a wider **range** of interesting opinions by learning useful structures and phrases. Many candidates seem unaware that, when expressing a basic opinion in the past, *c'était* and not *c'est* should be used. The acquisition of some set phrases for giving opinions would help weaker candidates to have a slightly wider range of opinions. It is also a good thing to encourage candidates to develop their use of subject pronouns other than *je* as many candidates limited their conversation to the first person. Centres also need to emphasise to candidates that it is important to listen for time frame markers and cues such as *récemment*, *la semaine dernière*, *normalement*, *d'habitude*, *à l'avenir*, *la semaine prochaine*, *l'année prochaine*. One good revision technique could be to spot such markers and match them to the correct parts of commonly met verbs in matching time frames.

The stronger candidates were able to include in their work subordination and a good range of linking phrases, adverbs and conjunctions. They also had a good range of appropriate tenses in their answers and found it easy to switch between time frames as required. Such responses were spoken clearly and pronounced well.

In terms of assessment of the topics, there was a tendency for centres to assess these generously. To place work in the Very Good band for *Communication* the work should be **consistently** relevant across the two topics with **frequently** developed ideas and opinions. Such work also needs to show the ability to justify and explain some answers in a confident and spontaneous way and needs little repetition of words or phrases from the examiner. To place work in the Very Good band for *Quality of Language*, the work should show a **wide range** of structures and vocabulary, high levels of accuracy and be well pronounced.

Topic 1, La santé, was a familiar topic. **Question 1** was well understood and even the weakest candidates usually managed a few words and were able to say what they normally ate for breakfast. Any kind of food was accepted given the cultural differences of what is eaten and when in different countries. On **Question 2**, some candidates tried to develop their answers a little and give a verb. Many found it difficult to conjugate the reflexive verb and frequently missed out the reflexive pronoun. Some candidates were also unsure as to the meaning of *combien de fois*. **Question 3** was generally well understood although weaker candidates sometimes used incorrect time frames. On **Question 4**, some candidates did not understand *régime alimentaire équilibré* and started to answer about what they did to stay fit and gave details about their exercise routines. When the alternative question was read, some were able to get back on track and answer relevantly. On **Question 5**, the weaker candidates confused *les jeunes* with *les gens*. Most understood that they were being asked about fast food, but some required the use of the easier alternative question which gave them the opportunity to talk in the first person and this made the task more accessible. Weaker candidates sometimes tried to answer in a past time frame.

Topic 2, À la maison, was approached confidently by candidates. **Question 1** was answered well by most candidates but some confused *pièces* with *chambres*. Stronger candidates frequently tried to develop their answers and listed the various rooms of the house and why they liked them or not. **Question 2** was also well understood. **Question 3** was sometimes misunderstood by weaker candidates who thought they were being asked about the advantages of a house as opposed to living in an apartment. Some started off too quickly and started to answer irrelevantly but helpful examining and the use of the alternative question enabled many to get back on track. On **Question 4**, the verb *se détendre* was usually well known by the stronger candidates but weaker candidates sometimes needed the alternative question. Most realised they were being asked to say how they had relaxed the previous weekend, but some started to reply too quickly and did not hear *chez toi*. **Question 5** was approached well by most candidates.

Topic 3, La télévision, was also a familiar topic. **Question 1** was answered confidently with nearly all able to say how many televisions they had at home. On **Question 2**, some thought they were being asked what kind of programmes they watched rather than when they watched television. To answer **Question 3** well, candidates needed to develop their answer and give details about a programme they had watched recently. The best accounts named the kind of show they had watched in past time frames and then went on to describe the characters and plot and say what they had thought of it. Weaker candidates found the open question type *Parle-moi de* difficult and needed the alternative question to help them structure their responses. On **Question 4**, the alternative question was required for weaker candidates, but some good attempts were made with many managing to express that in the future they would watch films on their laptop, tablet or phone rather than on a television. A few interpreted the question in a different way and said they would prefer to watch at the cinema rather than on a television and this was acceptable. On **Question 5**, the stronger candidates were familiar with *un écran*, but weaker candidates needed the alternative question.

For **Topic 4, L'environnement**, **Question 1** required candidates to identify their country and was usually done well as candidates did not need to give a full sentence to answer correctly. On **Question 2**, many did not recognise that the question was about the weather conditions where they lived in December and instead thought they were being asked about what they did in December. Candidates need to ensure that they can answer such a straightforward question and give simple details about the weather. On **Question 3**, candidates needed to listen very carefully to the time frame of the question and answer using past time frames. The question featured the use of *récemment* to help emphasise the past, but a lot of candidates answered too quickly and tried to talk about what they normally do in present time frames. If the alternative question was used, some were able to answer relevantly in an appropriate time frame. On **Question 4**, only the strongest candidates were able to explain in detail what the environmental issues were in their own town or village. Many cited pollution but found it difficult to add details. Weaker candidates tended to repeat some of what they had given in response to the previous question about protecting the environment and did not make their material relevant to the question. On **Question 5**, some candidates did not understand the verb *se déplacer* and needed the alternative question to understand the task. Some responded well and linked their answers relevantly to the theme of the environment. Many however chose a form of transport without considering the wider issue of the effect of future transport methods on the environment and just stated that it was a cheaper or more pleasant way to travel.

Topic 5, Les pays, was a familiar topic area for many. On **Question 1**, weaker candidates sometimes found it hard to recognise *tu viens* in the question, but nearly all were able to identify their country and realised that they were being asked to name the capital of their country in **Question 2**. Weaker candidates found it difficult to use past time frames consistently on **Question 3**. The best responses were given by candidates who stated clearly that the trip was indeed a school trip and made it clear they had gone with a teacher or schoolfriends. Such answers went on to give details about where they had gone, what they had done there and gave them the opportunity to say if they had enjoyed the trip and why. Candidates are now familiar with the wording of questions asking them about the advantages and disadvantages of things and **Question 4** was generally understood well. The very accessible wording of the alternative question meant that all candidates were usually able to attempt to say something relevant. **Question 5** was approached well by candidates with many saying that they wanted to go to a *pays francophone*. Answers to this question were usually good and there were some very developed responses in which candidates showed they could use more complex structures and vocabulary.

Topic 6, L'éducation, had a good balance of tasks and required some careful listening to time frames in some questions to answer relevantly. On **Question 1**, some candidates did not understand *cours* and confused it with *matières*, but most were able to give a number of classes they had each day. On **Question 2**, candidates were usually able to say what their favourite subject was although some heard the *préférée* and then tried to use *je préférais* in their answer and introduced a time frame error. On **Question 3**, *la récréation* was not always understood. Such vocabulary is essential for learners on this topic. Weaker candidates found it difficult to sustain a series of actions in past time frames but there were some very competent answers. On **Question 4**, some candidates were unsure about the precise meaning of *les règlements scolaires*. Weaker candidates sometimes just outlined the typical events of a school day and answered irrelevantly. Many needed the alternative questions and found that the use of *règlements stricts* helped them to understand what they were being asked about. **Question 5** was usually answered well, and time frames were generally used appropriately.

Topic 7, La culture, les coutumes et les fêtes, also had both its easier and more challenging tasks. **Question 1** was usually well understood with most naming with ease the festivals and occasions they celebrate with families. On **Question 2**, weaker candidates confused *où* with *qui* and indicated with whom they celebrated rather than where. In such cases where candidates had misunderstood, helpful examiners repeated the question, and some candidates went on to correct themselves. **Question 3** was only

understood by the stronger candidates. Most candidates thought *assister à* meant *aider* and tried to give irrelevant answers about how they had helped at a wedding. Most understood that a past time frame was required, but weaker candidates found it difficult to form and sustain the use of past time frames. When the alternative questions were used, candidates found this helpful and were usually able to make their answers relevant. **Question 4** was usually well understood, and most were able to state that clothes and music were important in their country but only the strongest candidates could say why. Moderators did not expect both clothing and music to be referred to here and accepted a reference to just one aspect mentioned in the question. **Question 5** was approached more confidently, and most were able to give some details about the next family celebration. The best answers talked about future birthdays and anniversaries, or a religious festival and featured details expressed in future time frames about what they would eat and drink, what they would do during the celebration and why it would be enjoyable.

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Writing 41

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**.

General comments

Candidates must answer questions 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*.

Candidates must refrain from writing extremely long essays for both **Question 2** and **Question 3**. Writing pieces in excess of 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. There were several instances of barely readable answers 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: Commande de poupée personnalisée

Overall, candidates answered this question well. For **Gap 2**, some candidates could not score the mark as they repeated a colour that they had already used for **Gap 1**. For **Gap 5**, an accessory was expected and many candidates wanted to say necklace but did not know the French word for it.

Question 2: Ma journée scolaire

For a task to be fully completed, it must be in the correct tense and the verb ending must be correctly spelt.

For **Task 1**, candidates were asked to describe how they travel to school. Many were able to accurately use *je vais au collège en voiture* or *je prends l'autobus pour aller au collège*. Candidates who used *je alle* did not convey a meaningful message.

Overall, **Task 2** was answered well as candidates could list several activities which they usually do when they get to their school e.g. *quand j'arrive au collège, je bavarde avec mes amis / je vais à ma salle de classe*. Those who wrote *je mets mes livres dans mon locker* did not convey a clear message.

For **Task 3**, candidates had to describe what activities they usually do at break time. They were expected to state activities which they had not already used in **Task 2**. Many could list several activities such as *je joue au foot / aux cartes, je fais mes devoirs* or *je mange un sandwich / fruit*.

For **Task 4**, candidates had to say what were the positive elements of their school day. Many could accurately manipulate the question to phrase their answer e.g. *les points positifs de ma journée sont que je suis avec mes amis / j'aime parler avec mes professeurs*.

For **Task 5**, candidates had to use a verb in the conditional, e.g. *j'aimerais / je voudrais*, followed by an infinitive to say what change they would like to make to their school day. Candidates who used expressions such as *j'espère* only partially completed the task. Successful answers were often very simply expressed, e.g. *je voudrais commencer plus tard / j'aimerais avoir plus de récréations*.

To ensure that they can access the top bands, candidates need to provide extra details whenever possible. They should also aim at using a variety of linking words to produce longer sentences.

Question 3

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.

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. There were few candidates who gained marks above that level and their work was characterised by frequent examples of complex structures often combined into longer sequences of language.

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 aime les films d'horreur*.

Candidates should copy carefully from the question paper, e.g. *rencontrer, anniversaire, beaucoup, gagner, étranger* and *vacances* were often misspelt.

Some candidates were unsure whether to use *mon, ma or mes* before a noun and many also used *notres* instead of *nos*.

Control of basic grammar is essential for candidates to progress beyond the 3–4 band. The choice of the correct definite article, indefinite article or the appropriate partitive article was a problem for some candidates.

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.

(a) Un(e) nouvel(le) ami(e)

For **Task 1**, candidates were asked to describe how they had met their new friend. Whilst many explained what they were doing at the time, others mentioned where they were. Both approaches were fully rewarded. Many candidates offered a range of extra details such as the friend's name and appearance. Some candidates had not read the rubric closely and used the wrong auxiliary when saying that they had made a new friend.

For **Task 2**, candidates had to explain why they had become friends. This question was usually well answered as many candidates could list what they had in common, e.g. *nous sommes devenus amis car nous aimons les mêmes choses / on va au même club / nous aimons jouer au football*.

For **Task 3**, candidates were expected to say what differences there were between the two of them. To fully complete the task, a comparison was required. Many candidates were able to use *plus/moins* and an adjective, e.g. *je suis plus grande qu'elle* or *il est moins sportif que moi*. Some candidates used another approach, e.g. *je suis grande mais elle est petite*. This type of sentence was fully rewarded.

For **Task 4**, candidates had to describe a good time they had had together. This task was usually well done as candidates could use simple sentences to convey a clear message. It had to be clear that the two friends had done the activity together. This could be expressed by the use of *nous* or *je... avec mon ami(e)*, e.g. *hier, nous avons regardé un bon film chez moi* or *le week-end dernier, je suis allé(e) au cinéma avec lui/elle*.

For **Task 5**, candidates were asked to say what they were going to do with their friend for the friend's birthday. It was essential that an activity was mentioned, e.g. *pour son prochain anniversaire, nous allons aller à un bon restaurant*. Some candidates misread the question and wrote what present they would buy for their friend's birthday. The question was phrased in the future tense and a similar time frame was expected in the answer. Some candidates only partially completed the task as they used a verb in the conditional. All those who used *nous voudrions* followed by an accurate infinitive easily completed the task.

(b) Un beau voyage à l'étranger

For **Task 1**, candidates had to describe how they had won the foreign trip. A few candidates misunderstood the task and stated where they went. *J'ai gagné un voyage en Chine* on its own did not address the question. To successfully complete the task, candidates had to explain what they had done to win the holiday. A few candidates were able to communicate a clear message by saying *j'ai gagné une compétition / un concours de...*

Task 2 required candidates to say what they had done to prepare before the trip. This task was very successful as many could mention things they had bought, e.g. *j'ai acheté des nouveaux vêtements* or *j'ai réservé une chambre dans un bon hôtel*.

For full completion of **Task 3**, candidates had to express an opinion about their visit. Listing what they had done during the trip did not address the task as it did not convey what they thought of the experience. There were several acceptable approaches to the task such as *j'ai beaucoup aimé mon séjour*, *j'ai trouvé l'hôtel très confortable* or *mon séjour a été fantastique*. Many were able to add extra details as to what made their stay so enjoyable.

For **Task 4**, candidates were asked to highlight the advantages of going abroad. Most were able to manipulate the question to form the beginning of their answer. For many *les avantages des voyages à l'étranger sont qu'on peut découvrir une nouvelle culture*. Others mentioned speaking a foreign language or trying new dishes.

Task 5 was very successful as many candidates could use a verb in the future tense to answer the question. Some used *j'irai...* whilst others chose to use *je vais aller...* *Je voudrais aller* was also acceptable.

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Paper 0520/42
Writing 42

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

Common errors resulted in some candidates not able to reach higher marks.

Candidates must answer questions 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*. To convey their ideas, candidates must also use a correct subject/verb accord in an appropriate tense.

It is important to copy correctly vocabulary given in the rubrics. The misspelling or incorrect gender of *les activités*, *les avantages*, *la maison*, *la région*, *les vacances* sometimes compromised communication. Nouns require an article, a possessive or demonstrative adjective. Candidates sometimes confused the definite and indefinite article.

Candidates are regularly asked to comment on advantages or disadvantages, and they should be able to recognise such tasks and adapt the rubric used, e.g. *l'avantage est* / *les avantages sont* / *l'inconvénient est* / *les inconvénients sont*.

There was some confusion over the use of *c'est* and *il y a*, and some candidates used *trop/plus* instead of *très*. These are not synonyms and can convey a different and sometimes ambiguous meaning.

Candidates should be able to write correct sentences and link them where possible using structures listed in the syllabus, e.g. conjunctions (*où*, *qui*, *que*, *quand*, *lorsque*, *si*), verbal phrases (*après avoir/être*, *avant de*, *depuis*, *pour*, *afin de*), correct prepositional linkage of verbs. Object pronouns, strong negatives and uses of the comparative would also enhance the narrative.

Comments on specific questions

Question 1: Randonnée dans les montagnes

Overall, candidates answered this question well, but for **Gap 1** some candidates did not understand the significance of *devant*.

Question 2: Mon séjour dans une maison de vacances

For a task to be fully completed, it must be in the correct tense and the verb ending must be correctly spelt.

Candidates should be able to adapt simple question patterns. A simple and familiar structure was all that was needed for **Task 1**, e.g. *la maison de vacances se trouve au bord de la mer*. There was some confusion between *se trouver* and *trouver* which led to ambiguity.

Overall, **Task 2**, **Task 3** and **Task 4** were answered well, and candidates provided several details about the house (*la maison est petite / il y a trois chambres / il y a un grand jardin avec une piscine*), the activities they do (*je fais une promenade / on nage dans la piscine / nous jouons au foot / je lis un livre*) and the advantages of renting a summer house (*une maison est moins chère qu'un hôtel / c'est plus confortable / on peut faire ce qu'on veut*).

A conditional tense was required in **Task 5**. Some candidates mentioned travel (*je voudrais aller en Inde / j'aimerais visiter l'Italie*), activities (*je voudrais faire du surf / j'aimerais jouer au tennis*). Others referred to accommodation (*je voudrais passer les vacances dans un hôtel / j'aimerais faire du camping*). All were acceptable.

Overall, candidates showed that they could link ideas using some simple connectors, e.g. *et, mais, qui, parce que, car*. Some candidates used language that was too complex and compromised the clarity of their answer.

Question 3

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.

Range

Overall, candidates organised their work well, beginning each paragraph or new idea with an appropriate adverbial or prepositional phrase, but there was a lack of variety of sentence structures. Candidates who limit themselves to clauses introduced by *parce que, car, qui, que* are unlikely to progress beyond the 5–6 band.

Some candidates were able to use more complex sentence patterns which gave them access to marks in the higher bands, e.g. *quand je suis seul, je préfère faire de la gymnastique, un sport que j'aime et qui me relaxe / je fais la cuisine en écoutant de la musique / après avoir fait ça, nous sommes allés au centre commercial pour acheter des cadeaux / j'essaie de vivre une vie plus saine en faisant de la natation / j'habite une région agricole qui se trouve au nord-est de la France à une centaine de kilomètres de l'Allemagne / nous avons pris la voiture pour y aller / alors, comme c'était le week-end, mes amis et moi avons décidé d'aller visiter quelques endroits autour de la ville / nous sommes allés au parc où il y avait un spectacle*.

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

In both options, the general level of accuracy was limited.

Control of basic grammar is essential for candidates to progress beyond the 3–4 band. The choice of the correct definite article, indefinite article or the appropriate partitive article was a problem for some candidates.

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.

(a) Temps libre

Task 1 required a present tense. Most candidates were able to give some indication of what they do when they are at home alone e.g. *je regarde la télévision / je lis un livre*. It was not always clear from some answers that candidates had understood *seul(e)*.

Task 2 required a past tense. Candidates mentioned a range of social and sporting activities, e.g. *je suis allée en ville avec mes amis / on a regardé un film au cinéma / j'ai fait des courses avec ma mère*. Some candidates did not mention the context, *la dernière fois*, which meant occasionally answers were a little ambiguous.

There were two acceptable ways of describing the importance of sport in the candidates' lives in **Task 3**, either the benefit from being involved in physical activity or the significance of sport in terms of the time devoted to it. Many candidates stressed the health advantages, e.g. *le sport est très bon pour la santé / le sport m'aide à rester en forme*. Other candidates commented *je joue au tennis tous les week-ends / je fais de la natation tous les jours*.

Opinions were divided in **Task 3**. On the positive side, some candidates commented *ma famille est très importante pour moi / avec mes amis, je peux faire ce que je veux quand je veux*. Other candidates approached the matter differently, e.g. *je préfère passer le temps avec ma famille parce que je vois mes amis tous les jours à l'école / mes parents sont ennuyeux*. Many candidates gave detailed and relevant explanations which added interest to their answers.

Task 5 invited candidates to state simply what other activity they would like to try. A conditional tense was required. This task was straightforward and accessible to the majority of candidates, e.g. *je voudrais essayer le badminton / j'aimerais faire du cheval / je voudrais apprendre la guitare*. Some candidates added interest to their response by explaining their choice.

(b) Ma région

In **Task 1**, most candidates were able to give some information about the region in which they live, e.g. *j'habite à Harare, la capitale du Zimbabwe / j'habite près de la mer en Italie*. Some candidates offered a more complex structure, e.g. *la région où j'habite est dans le sud du pays*.

In **Task 2**, candidates were rewarded for any statement in the perfect tense which gave details about a recent outing, e.g. *j'ai fait une promenade à vélo à la campagne / je suis allé manger au restaurant avec mes amis*. Many candidates took the opportunity to add extra information by describing various other aspects of their outing.

In **Task 3**, it was possible to convey an advantage of their hometown/village in a simple way, e.g. *ma ville est très calme / il y a beaucoup de magasins / on peut visiter le château*. Many candidates expanded their answers by giving several details.

Candidates understood what was required for **Task 4** and offered comments such as *il y a trop de circulation / il n'y a pas assez d'eau / la rivière est polluée*. Sometimes, candidates had more complex ideas which they were not able to express clearly, especially when referring to *le réchauffement climatique*. Misspelling of *l'environnement* compromised some answers.

Candidates responded to **Task 5** with a range of ideas, e.g. *je voudrais ouvrir un club pour les jeunes / je voudrais construire des routes / je voudrais mettre des poubelles dans les rues*. This simple pattern was sufficient to achieve communication of the task. Candidates who attempted more complex ideas often did not have sufficient control of structure to succeed.

FRENCH

Paper 0520/43
Writing 43

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

Common errors resulted in some candidates not able to reach higher marks.

It is important to copy correctly vocabulary given in the rubrics. The misspelling or incorrect gender of *les avantages*, *la maison*, *la pièce préférée*, *la région*, *le voyage* sometimes compromised communication.

To convey their ideas, candidates must also use a correct subject/verb accord in an appropriate tense.

There was some confusion over the use of *c'est* and *il y a* in **Question 2** (e.g. *il y a très grand* for *c'est très grand*) and some candidates used *trop/plus* instead of *très*. These are not synonyms and can convey a different and sometimes ambiguous meaning.

Candidates must be familiar with reflexive verbs. In **Question 3(a)**, candidates were not always sure about adapting the verb in *Comment vous sentiez-vous ?*

A few candidates used *d'accord* as an adjective, e.g. *ma maison est d'accord*. There can be no reward for such statements. Some candidates also used *joli* where *content / heureux* would be appropriate.

Candidates are regularly asked to comment on advantages or disadvantages, and they should be able to recognise such tasks and adapt the rubric used, e.g. *l'avantage est / les avantages sont / l'inconvénient est / les inconvénients sont*.

Candidates should be able to write correct sentences and link them where possible using structures listed in the syllabus, e.g. conjunctions (*où, qui, que, quand, lorsque, si*), verbal phrases (*après avoir/être, avant de, depuis, pour, afin de*), correct prepositional linkage of verbs. Object pronouns, strong negatives and uses of the comparative would also enhance the narrative.

Comments on specific questions

Question 1: Invitation chez Alex

Overall, candidates answered this question well.

Question 2: Chez moi

Overall, **Task 1**, **Task 2** and **Task 3** were answered well. Straightforward responses were the most successful, e.g. *j'habite une grande maison en ville / je n'aime pas ma chambre parce qu'elle est trop petite*.

For **Task 4**, a few candidates did not recognise that the emphasis was on *chez vous* and mentioned travel, holidays or sporting events. A conditional tense was required in **Task 5**, e.g. *je voudrais une belle maison avec une piscine / j'aimerais habiter dans une petite maison en Suisse*.

Overall, candidates showed that they could link ideas using some simple connectors, e.g. *et, mais, qui, parce que, car*. Some candidates used language that was too complex and compromised the clarity of their answer.

Question 3

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.

Range

Overall, candidates organised their work well, beginning each paragraph or new idea with an appropriate adverbial or prepositional phrase, but there was a lack of variety of sentence structures. Candidates who limit themselves to clauses introduced by *parce que, car, qui, que* are unlikely to progress beyond the 5–6 band.

Some candidates were able to use more complex sentence patterns which gave them access to marks in the higher bands, e.g. *j'ai aidé le prof pendant le cours d'anglais ce qui était amusant / après avoir fini le déjeuner, j'ai fait du français / je me sentais triste parce que je me suis fait beaucoup d'amis / cette école était plus grande que notre école, il y avait plus d'élèves / je suis allé à Rome en train ; j'ai voulu y aller pour explorer la ville / les avantages du train sont qu'ils sont fiables et rapides / je voyagerai encore en train car c'est mieux pour l'environnement que les voitures*.

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

Control of basic grammar is essential for candidates to progress beyond the 3–4 band. The choice of the correct definite article, indefinite article or the appropriate partitive article was a problem for some candidates.

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.

(a) Visite dans une école française

Overall, **Task 1** and **Task 2** were answered well. For **Task 3**, only a few candidates were able to convey their feelings effectively, e.g. *je me sentais triste de partir*. Some candidates took the opportunity to add a reason e.g. *parce que je me suis fait beaucoup d'amis / parce que j'adorais la France*. To successfully complete **Task 4**, candidates had to give a clear element of comparison, e.g. *cette école est plus grande que notre école / l'école française est mieux parce qu'il y a plus de choses à faire*. **Task 5** required a conditional tense to explain why they would like to study in France (or not), e.g. *je voudrais étudier en France parce que je trouve les professeurs intelligents et sympas / je ne voudrais pas étudier en France parce que cela coûterait trop cher*.

(b) Un voyage en train

Overall, this option was done well but some candidates used *journée* to talk about travel and compromised their essay. For **Task 4**, only a few candidates successfully conveyed some of the reasons why people avoid public transport, e.g. *il y a trop de gens / c'est un peu bruyant / quelquefois les trains et les bus sont en retard / c'est moins confortable que la voiture*.