FRENCH

Paper 0520/11
Listening

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

Question Number	Key
11	B
12	A
13	C
14	D
15	D
16	A
17	E
18	B
19	F
20	B

Question Number	Key
21	C
22	A
23	A
24	C
25	C
26	A
27	B
28	A
29	A
30	D

Question Number	Key
31	B
32	C
33	D
34	B
35	C / E
36	A / E
37	B / D

General comments

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

Overall candidates performed well in this exercise.

The vocabulary tested in the first five questions presented few difficulties. Nearly all the candidates recognised *le bus* in **Question 1**. In **Question 2**, most candidates understood *lunettes de soleil*, option **A**. In **Question 3**, most candidates were familiar with *stade* and successfully chose **D**. There was no clear pattern in the incorrect answers for these questions. All candidates answered **Question 4** correctly. In **Question 5**, many candidates selected the correct answer **B**; those who answered incorrectly often chose **C**, *poivrons*. In **Question 6**, two thirds of the cohort were familiar with *veste* and successfully chose **C**; the most frequent incorrect answer was option **B**. In **Question 7**, most candidates selected the correct answer, **B**. In **Question**

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8, many understood *films de science-fiction*; option **A**, *films d'horreur,* was the most common incorrect answer.

Questions 9–14

Overall candidates performed very well in this exercise.

In **Question 9**, three quarters of the candidates chose the correct answer, **B**; those who answered incorrectly often chose **A**, *la place*. Similar numbers answered **Question 10** successfully and chose **D**; the most frequent incorrect answer was **C**, *l'hôtel de ville*. Most candidates answered **Question 11** and **Question 12** correctly. There was no clear pattern in the incorrect answers. In **Question 13**, nearly three quarters of the cohort were familiar with *bijoux* and selected the correct answer **C**; option **A** was the most common incorrect answer. Nearly all the candidates understood *fruits de mer* in **Question 14**.

Questions 15–19

Overall candidates performed well in this exercise.

In **Question 15**, most candidates chose the correct answer **D**. In **Question 16**, many successfully matched *toujours très occupé à faire ses devoirs* with **A**. There was no clear pattern in the incorrect answers for these two questions. In **Question 17**, three quarters of the cohort understood *elle n'est jamais à l'heure* and chose the correct answer **E***;* those who answered incorrectly mostly chose **C***.* Most candidates answered **Question 18** and **Question 19** successfully. There was no clear pattern in the incorrect answers for these two questions.

Questions 20–28

Three quarters of the candidates answered **Question 20** successfully and selected **B**; the others heard *milliers d'euros* and incorrectly chose distractor **A**, one of the prizes, but not the one that Aubin won. In **Question 21**, almost two thirds of the cohort successfully selected **C**; the others missed the negative in *il n'y avait pas d'épreuves sportives* and incorrectly chose distractor **A**. In **Question 22**, many candidates understood *un professionnel m'a coiffé* and successfully selected **A**; distractor **C** was the most common error. In **Question 23**, half the candidates understood *la chaleur tropicale sur le plateau* and correctly chose **A**; those who answered incorrectly chose distractor **B**, a commonly held belief that Aubin dismisses in the following sentence. In **Question 24**, over half the candidates successfully chose **C**. Most of those who answered incorrectly heard *secondes* and chose distractor **B**.

Question 25 was attempted well and many candidates successfully selected **C**; the others chose distractor **B**, which referred to the selection process for some TV shows, not the one in which Aubin took part. Most candidates answered **Question 26** successfully; the others chose **B** and **C** in equal numbers. **Question 27** was the most demanding in this exercise and over a third of the candidates successfully chose **B**. Most of the others chose distractor **A**. Candidates needed to listen carefully to select the most important quality, introduced by *surtout* at the beginning of the section. Donia went on to explain that a friendly-looking candidate was, according to her, more important than a very clever but over serious one. In **Question 28**, almost half the candidates successfully matched *des gens qui sont capables d'amuser le public* with **A**; over half missed the negative in *on ne leur demande pas de danser* and incorrectly chose distractor **B.**

Questions 29–34

In **Question 29**, two thirds of the cohort chose the correct answer **A**; distractor **D**, which referred to the number of participants in the whole of France, not Toulouse, was the most frequent incorrect answer. In **Question 30**, nearly half the candidates successfully chose **D**; those who answered incorrectly either chose distractor **B** or distractor **C**. **Question 31** was attempted well and many candidates chose the correct answer **B**; those who answered incorrectly heard *beaucoup d'argent* and often chose distractor **C**. Candidates needed to listen carefully as Félix explained that her friend did not want to spend a lot of money. In **Question 32**, nearly half the cohort correctly matched *on ne la voit pas* with **C**; nearly as many heard *vieux portables* and incorrectly selected distractor **B**. In **Question 33**, over half the candidates successfully selected what Félix perceived as the greatest problem, **D**. The most frequent incorrect answer was distractor **C**, admittedly a serious issue, but not the greatest according to Félix. In **Question 34**, nearly half the candidates successfully chose **B**; the others mostly chose distractor **D**, although Félix mentioned taking part in environmental projects rather than being a member of an environmental organisation.

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Questions 35–37

In **Question 35**, two thirds of the cohort successfully selected **C** and over a quarter correctly chose **E**. Over half the candidates heard *cher* and incorrectly chose distractor **D**. A quarter missed *a toujours été dans notre famille* and incorrectly selected distractor **A**. **Question 36** was attempted well. Over two thirds of the candidates successfully selected **A,** and half chose the correct answer **E**. Over a third heard *électricien*, one of the many jobs that Adélie explained her parents were going to have to take on, and incorrectly chose distractor **B**. Nearly a quarter missed *pour un long week-end* and incorrectly chose distractor **C**. In **Question 37**, a quarter of the candidates understood *ce qui se fait beaucoup* and successfully chose **B**; over two thirds chose the correct answer **D**. Distractor **A** was the most common incorrect answer. Candidates needed to listen carefully to the future tense in *si l'endroit lui plaît, elle proposera,* which negated *déjà* in statement **A**. A third of the candidates incorrectly chose distractor **C**, although Adélie explained that her friend celebrated her 20th birthday in a chateau in Switzerland, not at her parents'.

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FRENCH

Paper 0520/12
Listening

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

Question Number	Key
11	D
12	B
13	A
14	D
15	F
16	C
17	E
18	D
19	A
20	A

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

Question Number	Key
31	A
32	D
33	A
34	D
35	A / C
36	B / C
37	B / D

General comments

Overall, candidates performed in a satisfactory way in this 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

Overall, candidates performed well in this exercise.

In **Question 1**, most candidates chose the correct number. In **Question 2**, over half the candidates understood *planche à voile*. Most of those who answered incorrectly chose **D**, *équitation.* In **Question 3**, many candidates were familiar with *dessin;* the most frequent incorrect answer was option **A**, *le chant*. Most candidates answered **Question 4** successfully. There was no clear pattern in the incorrect answers. In **Question 5**, many candidates recognised the word *lac* and successfully chose **B***;* option **D**, *le parc,* was the most frequent incorrect answer. For **Question 6**, half the candidates were familiar with *assiette* and correctly selected **D**. Option **C**, *fourchette*, was the most frequent incorrect answer. For **Question 7**, three quarters of

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the cohort successfully chose **A***;* option **C** was the most frequent incorrect answer. In **Question 8**, most candidates recognised *théâtre;* there was no clear pattern in the incorrect answers.

Questions 9–14

Overall, candidates performed very well in this exercise.

In **Question 9**, most candidates identified the correct time. In **Question 10**, over two thirds of the cohort understood *à pied* and correctly chose **A**; option **C**, *tramway,* was the most common incorrect answer. In **Question 11**, nearly three quarters of the candidates selected the correct answer **D**; there was no clear pattern in the incorrect answers. **Question 12** was attempted well and most candidates understood *bibliothèque*, option **B**. In **Question 13**, over three quarters of the cohort were familiar with *serviette* and successfully chose **A**; option **D**, *oreiller*, was the most common incorrect answer. In **Question 14**, three quarters of the candidates understood *saucisson*; those who answered incorrectly mostly chose **C**.

Questions 15–19

Candidates performed in a satisfactory way in this exercise.

Question 15 was the most demanding in this exercise. Over a third of the cohort successfully matched *bon marché* with statement **F**; those who answered incorrectly often chose **B**. In **Question 16**, nearly half the candidates chose the correct answer **C**; statement **B** was again the most common incorrect answer. In **Question 17**, nearly two thirds of the cohort successfully matched *dit que la piscine était immense* with **E**; statement **A** was the most frequent incorrect answer. Similar numbers answered **Question 18** successfully and matched *soirées discos pour les jeunes* with **D**. Statement **C** was the most common incorrect answer. In **Question 19**, nearly two thirds of the cohort understood *faire griller des côtelettes* and successfully chose **A**. Those who answered incorrectly often chose **F**.

Questions 20–28

In **Question 20**, over three quarters of the candidates correctly chose **A**. Nearly all the others heard *frère* and chose distractor **B**, although Oscar explained that his brother has a different job. **Question 21** was attempted well and many candidates successfully selected **C**; those who answered incorrectly nearly all chose distractor **A**, which referred to the stunts Oscar performed before. In **Question 22**, over half the cohort understood *pendant un spectacle* in the stem and successfully chose **B**; many candidates heard *fier de moi* and incorrectly chose distractor **A**, a feeling Oscar experiences after the show. In **Question 23**, two thirds of the candidates successfully matched *de dix nationalités différentes* with **B**; most of the others heard *billets* and incorrectly chose distractor **A**. In **Question 24**, nearly half the cohort chose the correct answer **A**; a slightly higher number incorrectly chose distractor **C**. Candidates needed to listen carefully as *bizarre* referred to Oscar's opinion of his friend's new career, not his costumes.

In **Question 25**, over a third of the candidates successfully chose **B**. Over half missed the negative in *personne ne se lève tôt* and incorrectly selected distractor **A**. In **Question 26**, over half the candidates successfully matched *donne des cours aux petits* with **A**; most of those who answered incorrectly heard *cirque* and chose distractor **B**. In **Question 27**, nearly two thirds of the candidates correctly chose **B**. There was no clear pattern in the incorrect answers. In **Question 28**, almost a third of the candidates successfully selected **C**; the others missed the negative in *je ne pense pas aller à l'université* and incorrectly chose distractor **B**.

Questions 29–34

In **Question 29**, a quarter of the candidates successfully chose **B**; distractor **C** was the most frequent incorrect answer. Candidates needed to listen carefully to the sequence of events as Lucile explained that she grew up and trained as a nurse in Paris. In **Question 30**, over a third of the candidates correctly chose **C**. Candidates needed to listen carefully to select what Lucile enjoys **the most**, introduced by *ce que j'apprécie particulièrement* in the text. Those who answered incorrectly either chose distractor **A** or distractor **B**. In **Question 31**, nearly half the cohort successfully matched *le coût des voitures* with **A**; a third incorrectly chose distractor **D**, a feeling experienced by some people, but not Lucile**.** For **Question 32**, over a third of the candidates selected the correct answer **D**; as many incorrectly chose distractor **C**, a present that patients often give the local doctors, but not Lucile's patients. In **Question 33**, over half the candidates successfully matched *rythme de vie tranquille* with **A**; those who answered incorrectly chose distractors **B** and **D** in equal numbers. **Question 34** was the most demanding in this exercise. The most able candidates successfully matched *on se ressemble tous un peu* with **D**; distractor **A** was the most common incorrect answer.

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Questions 35–37

In **Question 35**, over half the cohort successfully selected option **A** and nearly half option **C**. Distractor **B** was the most common incorrect answer. Candidates needed to listen carefully as Gaétan explained that there were very few boys at his dance school, not that he was the only boy. In **Question 36**, nearly half the cohort successfully chose **B** and **C**. Over half heard *athlète de haut niveau* and incorrectly chose distractor **A**, although Gaétan stated that professional dancers are top level athletes; it is not something he would like to become. **Question 37** was attempted well; over three quarters of the cohort successfully selected **B** and nearly two thirds **D**. Distractor **E** was the most frequent incorrect answer. Candidates needed to listen carefully to the verb *elle enseigne*, which indicated that Pauline is already teaching dance.

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FRENCH

Paper 0520/13
Listening

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

Question Number	Key
11	B
12	A
13	A
14	D
15	C
16	A
17	E
18	D
19	F
20	C

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

Question Number	Key
31	A
32	C
33	A
34	D
35	C / D
36	B / D
37	B / E

General comments

Overall candidates performed well and attempted all the 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

Overall candidates performed well in this exercise.

In **Question 1**, most candidates chose the correct number. In **Question 2**, nearly all understood *soleil* and correctly chose **C**. In **Question 3**, three quarters of the candidates were familiar with *ascenseur*; the most common incorrect answer was **C**, *escalier*. In **Question 4**, over half the candidates understood *côtelettes d'agneau;* those who answered incorrectly mostly chose **C**. In **Question 5**, most candidates recognised *thé*. **Question 6** was attempted well, and many candidates correctly chose **B**, *église*; those who answered incorrectly chose either **A** or **D**. All candidates answered **Question 7** successfully. In **Question 8**, two thirds of the candidates were familiar with *portefeuille*. Those who answered incorrectly chose either **C** or **D**.

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Questions 9–14

The vocabulary tested in this exercise presented few difficulties. Overall, candidates performed very well.

In **Question 9**, most candidates selected the correct month, **C**. In **Question 10**, most understood *pain* and successfully chose **D**. There was no clear pattern in the incorrect answers for these two questions. All candidates answered **Question 11** successfully. In **Question 12**, many candidates recognised *terrasse* and successfully selected **A**; the most common incorrect answer was **C**, *jardin.* All candidates understood the number in **Question 13**. **Question 14** was attempted well, and many candidates correctly chose **D**, *la pêche.* There was no clear pattern in the incorrect answers.

Questions 15–19

Overall candidates performed very well in this exercise.

In **Question 15**, over three quarters of the cohort correctly matched *il fait au moins 35 degrés* with **C**; statements **A** and **B** were the most common incorrect answers. Similar numbers answered **Question 16** successfully. There was no clear pattern in the incorrect answers. In **Question 17**, many candidates understood *c'était très agréable l'an dernier* and successfully selected **E**; statements **C** and **D** were the most common incorrect answers. In **Question 18,** nearly three quarters of the cohort successfully matched *m'a invité à passer 3 semaines là-bas* with **D**; those who answered incorrectly often chose statement **B**. In **Question 19**, over three quarters of the candidates understood *club d'équitation* and successfully chose **F**; statements **B** and **D** were the most common incorrect answers.

Questions 20–28

In **Question 20**, most candidates successfully selected **C**. Those who answered incorrectly heard *clients* and chose distractor **A**. In **Question 21**, three quarters of the cohort chose the correct answer **B**; those who answered incorrectly heard *médicaments* and chose distractor **A**. Candidates needed to listen carefully as Marlise explained that it is the vet who prescribes medicines, not her. **Question 22** was the most demanding in this exercise. Nearly half the cohort successfully matched *prendre un chien dans les bras* with **B**; the most frequent incorrect answer was distractor **A**, a task carried out by another colleague. In **Question 23**, over two thirds of the candidates successfully chose **A**; all the others missed *pas à moi* and incorrectly selected distractor **C**. In **Question 24**, over three quarters of the cohort successfully selected **A**; most of those who answered incorrectly missed the negative, *je n'ai jamais le temps de sortir,* and chose distractor **C**.

In **Question 25**, over two thirds of the candidates understood *métier très varié* and successfully selected **B**; the most frequent incorrect answer was distractor **C**. **Question 26** was attempted well, and most candidates chose the correct answer **B**. Those who answered incorrectly heard *propriétaires de chats* and chose distractor **A**. In **Question 27**, three quarters of the candidates successfully matched *ne sont pas toujours très polis* with **C**; most of those who answered incorrectly chose distractor **B**. In **Question 28**, two thirds of the cohort successfully chose **A**; most of the others heard *travaillent la nuit* and incorrectly chose distractor **B**. Candidates needed to listen carefully as Fabrice explained that he finishes work at 6pm, unlike some of his colleagues who work at night.

Questions 29–34

For **Question 29**, over two thirds of the candidates chose the correct answer **B**; most of those who answered incorrectly heard *accidents* and chose distractor **C**. In **Question 30**, over two thirds of the candidates successfully chose **C**. There was no clear pattern in the incorrect answers. **Question 31** was the most demanding in this exercise. Half the candidates successfully matched *avaient peur que je ne gagne pas assez* with **A**; nearly a third incorrectly chose distractor **C**. Candidates needed to listen carefully to the whole section as Hermine explained the seasonal nature of mountain rescue work, giving the example of her friend Bernard. In **Question 32**, over half the cohort successfully selected **C**; a third heard *tourisme* and incorrectly chose distractor **B**, a subject that Hermine studied but which is not a requirement for mountain rescue. **Question 33** was attempted well, and many candidates chose the correct answer **A**. The others mostly chose distractors **C** and **D**. In **Question 34**, nearly three quarters of the candidates selected the correct answer **D**; those who answered incorrectly mostly chose distractors **A** and **B**. Candidates needed to listen carefully as they had to pick the **most** difficult aspect of the work for Hermine, introduced in the text by *je crois que le plus pénible*.

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Questions 35–37

Question 35 was attempted well. Half the cohort successfully chose **C**, and many chose **D**. The most frequent incorrect answer was distractor **B**. Candidates needed to listen carefully as *dans mon quartier* referred to where Malek lives, not where he works. In **Question 36**, half the candidates understood *aider les gens à mieux dormir* and correctly chose **B;** over two thirds successfully selected **D**. Nearly a third incorrectly chose distractor **E**, although Malek explained that only half of his fans want to build muscles, not the majority. In **Question 37**, nearly three quarters of the candidates successfully selected **B**, whilst under half correctly chose **E**. Over a third of the candidates incorrectly chose distractor **C**, and nearly a third distractor **D.** Candidates needed to listen carefully as Malek explained that, in his opinion, it is better to eat sugar found in fruit than in cakes. He also said that his parents use less salt now in their food; they have not given up salt altogether.

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FRENCH

Paper 0520/21
Reading

Key messages

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

- avoid answering in full sentences when it is not required.
- ensure that their response answers the question set.
- use a subject with conjugated verbs.

General comments

Where candidates change their mind about an answer, it is important that they make it clear which tick is to be regarded as their final answer. If a tick is erased, it must be fully erased.

Comments on specific questions

Question 1

This exercise proved accessible with almost all candidates scoring full marks. Incorrect answers showed no particular pattern where they occurred.

Question 2

Scores for this question were generally high and full marks were again fairly common. Where candidates had difficulties, it tended to be **parts (a)** and **(c)**. There was no particular common mistake for **part (a)**, but candidates tended to choose **G** as a common wrong answer for **part (c)**.

Question 3

3(d) caused by far the most difficulties for candidates. **B** was the incorrect answer that was most commonly chosen, with *marrante* perhaps not recognised. Some candidates also found **3(a)** and **3(f)** tricky. With **3(a)** candidates usually incorrectly chose **C**, perhaps thinking that Mathilde was the younger brother and mistaking the meaning of *a* to mean *is* rather than *has*. For **3(f)** candidates usually incorrectly chose that Mathilde had danced a lot, when it was the adults who had done that rather than Mathilde.

Question 4

For this exercise, candidates were required to read a more extended text in the form of a teenager called Gérard writing about a visit from his English penfriend, Paul. As a general principle, candidates do not need to write many words in order to answer the questions. For example, *avion* is all that is required to answer **part (e)**. However, a significant number of candidates attempted to answer every question with a full sentence, which is simply not necessary.

A common error was not writing a subject with a conjugated verb. This happened for example in **parts 4(c)** and **4(g)**.

In **part 4(g)** some candidates wrong *irent* for *iront*.

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Question 5

Each person gave quite specific requirements for the sort of magazine subscription they were looking for, and these details excluded all answers except the correct one. The details included the type of content they wanted as well as how frequently the magazine was published and the length of subscription.

There was no particular pattern of wrong answers for this question.

Question 6

Roughly half the questions can be answered with a careful lift from the text, and the others will need a small manipulation of the text to answer the question.

Although verbs do not necessarily have to be correct to score a mark, the tense chosen usually has to be appropriate to the question. This particularly affected **6(c)**.

For **6(a)**, some candidates chose 2010 as their answer as the date was in the text. However, it was the date that *service civique* started according to the text, rather than when Hugo completed his. With **6(b)**, candidates generally understood the question but had difficulties with changing *m'apporte* to fit the third person question.

With **6(c)** both the tense required and changing *je me suis occupé* proved challenging.

For a number of questions, particularly **6(d)**, **(e)**, **(f)** and **(i)**, the issue was usually candidates not understanding the question fully and choosing an answer from the wrong part of the text. For **6(g)** a number of candidates wrote either *Paris* or *là-bas*, picking out other words from the text. **6(h)** was generally quite well done.

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FRENCH

Paper 0520/22
Reading

Key messages

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

- Select carefully only that information from the text that answers the question in **Questions 4** and **6**.
- Ensure that they use a subject with a conjugated verb.
- Read the texts closely in **Question 5** to eliminate options.

General comments

Candidates appeared to have sufficient time to complete the paper, and almost all candidates were appropriately entered for the examination. However, there were few instances of candidates leaving questions blank.

Comments on specific questions

Question 1

The part of this question which gave by far the most difficulty to candidates was **part e**. *Aspirateur* did not appear to be well known and it was usually picture A that was chosen instead.

Question 2

Full marks were common on this exercise. **Parts c** and **e** caused the most difficulties, There was no particular pattern of wrong alternatives chosen for **part e**, but for **part c**, C was commonly chosen.

Question 3

Some candidates selected A for **part b**. B tended to be the most common wrong response for **part d**, B was chosen for **part e** and C was sometimes chosen for **part f**.

Question 4

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 a small number of answers did require a minor manipulation by design. If candidates choose to lift more than is required to answer the question for the other answers, then they will need to make any manipulation needed in the extra material, usually involving going from the first to the third person. It is generally advised to answer with the minimum number of words.

In **part a**, some candidates added genial to the correct answer and thus changing the meaning and making it incorrect. **Part b** was largely done well, but when it came to c, a significant number of candidates did not change *mon* to *son*. Unusually, with **part d** is was often not writing enough as the missed words changed the meaning.

Candidates found **part e** challenging and wrong responses often involved selecting the wrong part of the text. This was also the case for **part g** where there were a variety of responses that did not answer the question asked.

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Parts h and **j** were done quite well on the whole and additional material was accepted where it did not distort the answer. With **parts i** and **k** it was usually a case of candidates not writing enough.

Question 5

Each person gave quite specific requirements for the sort of wedding reception arrangements that they were looking for, and these details excluded all answers except the correct one. The details included factors such as type of meal, venue, proposed guest numbers and budget.

Candidates need to ensure they take into account all the information given as this is not a gist comprehension question. For example, 6 was frequently given by candidates instead of 8 for **part b**, not noting that the couple wanted a buffet rather than a served meal. For couple e, candidates who selected the incorrect answer chose options that met only some of the criteria.

Question 6

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

Most candidates attempted the exercise but there were a small minority who left several blanks.

Part a was generally done reasonably. Candidates who got it wrong generally wrote about his mother being English and his father French. Whilst this is correct information it was not the reason he was living in America. In **part b** some candidates just wrote part of the answer. For **part c** it needed to be clear that it was Roger's British nationality rather than the fact that his mother was British that made things easier.

Candidates generally did quite well with **part e**, but both parts of f caused significant difficulties. Candidates wrote answers that explained why he would want a job rather than what factors made it possible for him to have one.

With **part g** some candidates missed out the word *universitaire*, and most candidates found the potential manipulation in **part h** too difficult, keeping it as *me*. With the final part, candidates tended to select the wrong idea to answer this question, referring to his need to get high grades rather than his intended actions.

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FRENCH

Paper 0520/23
Reading

Key messages

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

- Read all questions and texts carefully.
- Write answers to questions in French which are brief, relevant and accurate.

General comments

This paper was an appropriate test of the range of ability of candidates at this level. The majority of candidates for this component performed well and showed care and skill in completing the tasks.

Comments on specific questions

Question 1

The majority of candidates had little difficulty in completing this matching task (animals) successfully.

Question 2

This task was generally handled very successfully. **(a)**, requiring the linking of '*ordinateurs*' to H(*Salle d'informatique*) was a stumbling block for some candidates who wrongly chose D (*Salle de maths*) or B (*Bureau du Directeur*).

Question 3

High scores were commonly achieved in this multiple-choice comprehension exercise but **Question (f)** was fairly commonly wrong, the means of transport '*voiture*' being incorrectly matched to A('*car*'), rather than B ('*auto*').

Question 4

Candidates who recognised the question words, identified the appropriate information in the text and expressed their answers briefly had few problems. Most candidates seemed to be aware that the questions follow the order of the information in the text. In most cases two or three-word answers were sufficient. Full sentence answers are not required and those who offered unnecessarily lengthy responses risked failing to score because of inaccurate lifting and/or the inability to manipulate the language taken from the text and/or the question.

(a) Candidates generally had little difficulty with this question. The one-word answer '*grande*' was sufficient.

(b) Candidates almost always were able to locate and lift the correct information (*la semaine dernière*) from the text to answer this question.

(c) The correct information was available in the text and required no manipulation of the language. Generally well done.

(d) This answer required some manipulation ('*mon père*' to '*son père*'). '*sa*' was a fairly common error.

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(e) Generally well answered by many but some candidates either did not understand the question or did not locate the correct piece of information (e.g. '*sa mere m'a demande de l'aider à nettoyer la cuisine*' SIC)

(f) Once again a brief answer ('*les adultes*') was sufficient. An answer such as '*Antoine pense que les adultes devraient faire les tâches ménagères*' was of course rewarded but was unnecessarily long.

(g) This question required a simple manipulation of the language ('*J'habite à la maison*' to '*Il habite à la maison*'). This was successfully negotiated by many.

(h) This question was generally accessible to most candidates.

(i) This question was also generally accessible to most candidates.

(j) Again, the shortest answer ('normal') was sufficient. Some candidates chose to copy out the whole sentence from the text ('*Il m'a dit qu'il trouvait ça normal d'aider à la maison*') which was not an acceptable answer to the question because of the presence of the invalidating 'm''.

(k) The brief and correct answer ('*à l'université*') was supplied by many. This avoided the need to change '*Quand je serai..*' to '*Quand il sera*.. which, nevertheless, was successfully managed by others.

Question 5

For this question candidates were presented with five people stating their preferences for choice of restaurant. There were then eight descriptions of restaurants from which candidates had to choose the most appropriate for each person. For this task there is a substantial amount of information to process, requiring careful elimination of a description that does not match all the stated requirements. **Questions 5(c)** and **5(e)** were found the most difficult.

Question 6

Candidates need to be aware that questions follow the order of the text and that the tense of any verbs used in an answer should answer the question. More successful responses were concise and straightforward, avoided adding irrelevant or unnecessary additional information and presented verb forms reasonably accurately. Weaker responses were generally characterised by more lengthy lifts from the text, sometimes targeting the incorrect information.

(a) Was usually well answered.

(b) Required some manipulation of the text. This was often well negotiated.

(c) This question was answerable by a selected lift from the text, ('*Une amie avait passé un an à Banff*'). Some failed to score because of interpreting the question word '*Qu'est-ce qui?*' as who? rather than what? So, answers such as '*Une amie*' and '*Une amie qui avait passé un an à Banff*' were not correct.

(d) This question proved to be challenging because of the difficulty in manipulating the pronoun 'me'. The answer '*il se manquait les qualifications nécessaires*' (SIC) was a fairly common response. Some sensibly avoided this difficulty with an answer such as '*Elle n'avait pas les qualifications nécessaires.*'

(e) This question was answered by many with the direct lift from the text ('*en surfant sur le web*').

(f) Candidates who provided the correct brief answer '*Elle adore le chocolat*' were numerous.

(g) Was successfully answered by many who located and selected the two pieces of information required.

(h) Was generally quite accessible though '*dix heures*' was not uncommon as a wrong answer.

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(i) This was well answered by those who paid attention to the detail of the question and the text. The '*plus*' in the question and '*surtout*' in the text pointed to the correct answer ('*de pouvoir s'améliorer en ski*'). The choice of 'de commencer son travail' was therefore a fairly frequent wrong answer.

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FRENCH

Paper 0520/03
Speaking

Key messages

- Most centres had generally prepared candidates well for the Speaking test.
- Role plays were usually conducted efficiently 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 were too short.
- Most examiners understood the need to read the script exactly as printed, observing any pauses indicated and did not try to rephrase questions in their own words.
- 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 very good and centres uploaded their work promptly.

General comments

Most examiners were familiar with the format of the test and conducted the tests efficiently. The Speaking test is intended to be a test of **spontaneous** communicative ability. A wide range of performance was again evident across the candidature and, as in 2024, 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 usually 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. Sometimes, 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 so as to ensure that they are not changing the nature and level of difficulty of the set 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. In a few instances, candidates answered the question correctly but then went on to add extra detail which contained a time frame error or added ambiguity into what had previously been a clear and relevant answer. This then prevented a mark of 2 from being scored.

When there was a PAUSE between two questions in the script, examiners usually 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 is 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. The time allocated to each topic should be approximately 4 minutes. In some centres, topics were sometimes much too short and, in some cases, too long. In cases of short timings, examiners needed to make greater use of extension and further questions. If

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tests are too short, candidates do not have the opportunity to show that they can develop their answers. In order to access the higher marking bands, candidates need to show here that they can develop their ideas and opinions and add extra relevant detail.

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 asked thoughtful **further questions** that enabled candidates to develop and justify answers. However, in a few cases, examiners tried to ask further questions which they devised in the exam room and these sometimes were too hard for less able candidates or did not stretch the more able candidates. 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 on each of the 7 set topics. Such further questions should not repeat material which has already been covered in the set questions. It is good practice to use different further questions on a topic with different candidates.

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 as some clearly did not recognise the wording of such questions. **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 topics, *Décris* and *Parle-moi* are common cues that indicate open questions which require more than a minimal response and this needs to be emphasised 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 and undeveloped answers do not give candidates the chance to access the higher marking bands.**

A few examiners seemed unsure as to 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 set **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. There were also cases of the alternative question being used as an extension question. This was very confusing for candidates as they thought they had already answered the task. The alternative question should always be read exactly as printed. Examiners are reminded not to announce to candidates when they are using an alternative question and should not announce the question numbers as they go through the topic as this removes the spontaneity of the test.

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 in the exam room. Stronger candidates should be given further questions which are open in nature and which give them the opportunity to develop their answers and utter more than a brief response. Sometimes, quite able candidates were given closed questions which required little more than a *oui* or *non* response and this added nothing to their performance.

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.

Clerical checks and sample size

In most centres, the clerical work had usually been completed efficiently and Moderators found few clerical errors. It remains essential that all clerical work is checked very 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.

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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. **Please also remember to label all sound files correctly and to indicate on the working mark sheet which candidates form part of the sample for the centre.** It is very helpful to Moderators to receive working mark sheets from each examiner which list the candidates in their candidate number order.

Some centres submitted anonymous working mark sheets. 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

It should be emphasised to candidates that they need to give relevant, concise answers to the tasks and that they do not need to develop role play answers at length. Most centres are now aware of this but in the few cases where candidates developed answers beyond the requirements of the task, they sometimes ran the risk of introducing ambiguity into an otherwise creditable response.

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. Here, it remains essential for candidates to be familiar with questioning formulations such as *À quelle heure ? Qui ? Combien ? Quand ? Où ? Quel ? Comment ?* Weaker candidates generally did not always understand these interrogative adverbs well and consequently often gave irrelevant answers. *Quand ?* and *Où ?* were not always well understood this year. Skilful examiners asked the question again if incorrect information had been given by the candidate which meant that candidates were given the opportunity to attempt the task again and work for the marks.

On each card, the last 3 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 that 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 ready to give simple relevant reasons and opinions. Centres are reminded that **if a candidate uses a verb, the time frame of the verb 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 examination papers as candidates often make time frame errors on past and future time frame tasks. Frequent practice on past role play cards can help candidates to identify time frames used in commonly-met cues such as *C'était comment?* Careful and precise listening to the task and the time frame used in the task is a prerequisite to answering concisely and relevantly.

Generally, centres tended to assess role play tasks involving longer utterances and/or incorrect time frames too generously. **The whole utterance of the candidate is assessed for each task**. The message must be clearly communicated for a mark of 2 to be awarded. Examiners are reminded that they may repeat a question if the first response is unclear or has been misunderstood by the candidate.

Card 1 was generally approached well by candidates. On **Task 1**, most were able to identify the *avec qui ?* and could answer briefly and relevantly. **Task 2** was generally well answered with most choosing to give a price in euros but any currency was acceptable. *Euros* was not pronounced well by many candidates. On **Task 3** the stronger candidates often gave an initial positive comment about their last trip to a theme park and were then able to explain what they did and why they enjoyed the visit. Weaker candidates often struggled to conjugate verbs in a past time frame. **Task 4** required an indication of an activity for the next day and featured *demain soir* in the question as an indicator of a future time frame. A variety of appropriate responses was heard here such as *j'aimerais/je voudrais aller en ville/au cinéma/au restaurant.* The final task also required a notion of a future time frame and was generally quite done well by candidates. This was a very open task and many different possible activities were heard with some wanting to visit certain places,

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go sightseeing or shopping, play sports or go to restaurants. The strongest candidates here picked up the *on va* heard in the cue and replied using the same structure and an infinitive.

On **Card 2**, on **Task 1**, a specific day was required to complete the task. Most were able to name a day correctly and then went on in **Task 2** to give an appropriate time. On **Task 3** candidates were invited to express a preference for watching football in a stadium or at home. This was generally well understood and even weaker candidates could identify and express a choice. Such candidates however sometimes found it difficult to say why they had chosen a certain option. Most opted for watching a match at home giving straightforward answers such as *c'est confortable, c'est pas cher* and here, the stronger candidates could introduce comparisons such as *c'est plus confortable à la maison* or *c'est moins cher.* Of those opting for the live stadium experience some were able to express that the atmosphere was better, *je prèfère regarder un match au stade parce que c'est beaucoup plus amusant et l'ambiance est vraiment agréable.* **Task 4** was usually quite well understood with many able to say which sports they had played recently at school in a past time frame. Here, again, weaker candidates did not always hear the time marker *récemment,* in the cue and if using a verb, they answered instead in a present time frame which led to a time frame mismatch and some irrelevance of answer to the set task. The very weakest candidates often gave just a simple list of nouns and then did not always understand the commonly-met cue *C'était comment?* on the second part of the task. The final task, **Task 5** was better attempted. Some responded in a future time frame in the first person, *je voudrais/je vais manger en ville.* The strongest candidates were able to use the *on va* heard in the cue and were able to give answers such as *on va manger dans une pizzeria.*

On **Card 3**, the candidate needed to give details about a lost pair of glasses in the setting of a holiday village. **Task 1** was well understood with nearly all candidates able to identify a colour. Here brief answers just giving a colour were the most successful. Most also understood **Task 2** quite well, especially if it was repeated and were able to give a number. Occasionally, there were some rather ambiguous pronunciations of *deux, dix* and *douze.* Weaker candidates who tried here to give a longer answer sometimes could not transpose the *votre appartement* heard in the cue to *mon appartement* and this created some ambiguity of message. On **Task 3** *Quand avez-vous perdu vos lunettes ?* was confusing for some who did not recognise that a past time was required. Again, those who understood and answered briefly with answers such as a time or a relevant adverb such as *hier* fared best here and showed good comprehension of the task. On the second part of the task candidates needed to identify a specific place in the holiday village where they had lost the glasses. A variety of locations were heard and most were acceptable but answers such as *en ville* did not answer the set task. Many candidates here could not maintain a past time frame in both parts of the task if they opted to use verbs. **On Task 4** some did not recognise *avoir l'intention de faire* and it was often necessary to repeat this cue which was intended to prompt an indication of future activities in the holiday village. Successful candidates gave a variety of possible leisure activities within the holiday village. Most candidates went on to answer **Task 5** more confidently and were usually able to answer in the affirmative and give a simple adjective such as *c'est très confortable* or *c'est grand.*

On **Card 4**, **Task 1** was not always well understood. Some identified a person instead of a place and others seemed unsure as to the meaning of *se passe.* Generally**,** candidates coped much more confidently with giving a time on **Task 2**. **Task 3** was generally well understood with most candidates able to express a preference. On the second part of the task the most common answer was *c'est plus amusant.* On **Task 4**, most candidates were able to say what they ate in a correct time frame and it was clear that *j'ai mangé was* well known. Weaker candidates tended to make time frame errors here and used instead *je mange* if they chose to use a verb. Those who were able to add information about the drinks and who attempted to use a verb often made errors using the correct auxiliary verb and the correct past participle *bu.* As was the case for other cards, many were not able to sustain the correct time frame for both parts of the task and even stronger candidates sometimes responded to the next part of the task in an incorrect time frame and used *c'est* when they heard the cue *c'était comment?* It would be beneficial to candidates to be abel to recognise this common cue which appears across many role play and topic questions. Some seemed unaware as to its meaning. On the last task, **Task 5**, some answered too quickly here and did not fully register the *à part manger et boire* which meant they sometimes repeated details about food and drink. In such cases the examiner needed to go back and repeat the question so that the candidate could attempt another answer and work for the mark.

The first task **on Card 5** was not always well understood**.** The **Task 1** cue required a place to be given. Those who just gave a distance did not communicate the message fully. **Task 2** which required a time was well done by nearly all candidates. **Task 3** was usually approached quite well. Many candidates talked about the size of the campsite, the amenities or the activities available. On **Task 4** candidates needed to identify that if they used verbs in their answers, past time frames were required. This was a very open task and the stronger candidates gave a range of activities and were able to communicate very clearly. Some candidates managed also to communicate clearly by just indicating the name of a sporting activity and avoided the use

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of a verb. As on **Card 4,** the cue was intended to prompt an opinion in a past time frame but, used an incorrect time frame when they gave their opinion. Here, most opted for a straightforward opinion such as *super* or *bien* but the more enterprising put forward a wider range of opinions such as *C'était intéressant/fantastique/amusant/reposant/passionnant/génial.* All candidates could benefit from learning a wider range of adjectives to add more interest to their possible responses when giving opinions. On the last task, **Task 5**, again, some did not identify that the task required a future time frame in response if a verb was used. Some candidates said what they had eaten and others responded in a present tense. Those who replied briefly and gave some relevant food items avoided the issue of time frames. The strongest candidates gave some very confident responses ranging from a sandwich to a 3 course feast and barbecued dishes.

On **Task 1** of **Card 6**, quite a few candidates tried to answer with a full sentence here and were unable to communicate the message clearly enough to achieve full marks for this task. On **Task 2**, most understood that they were being asked about a form of transport. There were here some poor pronunciations of *à pied*, *bus*, and *voiture*. Some misunderstood the task and said who they were going with. On **Task 3**, some were unfamiliar with the word *genre* which required a type of film to be named rather than just giving the name of a film. Most could manage to name a kind of film but not all were able to use a past time frame when giving an opinion about the film they saw. Candidates generally fared better on **Task 4** with most understanding the given options and choosing one clearly. Most were able to justify their choice although the pronunciation of *confortable* was not always clear and some seemed to think that *convenient* was a French word. On the last task, **Task 5**, the use of the word *d'autre* was usually well understood and most realised they needed to indicate a different kind of activity in the last task. Again, the strongest candidates were able to use a future time frame correctly. Many different sporting and leisure activities were heard.

Card 7 was approached quite well by candidates. On **Task 1**, some needed the cue repeating as *Quand…?* was not immediately understood. Here, brevity of response often led to success and those who tried to give longer utterances often slipped up. On **Task 2**, most were able to give the place where the birthday party was to be held but the weakest candidates sometimes misunderstood and took *Où…?* to mean Who…? And gave a list of guests. In such cases, examiners needed to go back and repeat the question but this was not always the case. **Task 3** was quite well understood with the most popular options being *faire un gâteau* and *acheter un cadeau.* Again, as on other cards the future time frame was not always recognised. Candidates generally coped well with the first part of **Task 4** and were able to choose one of the options given by the examiner. The second part of this task required an opinion to be given for this preference and the stronger candidates were able to do this easily, often citing *c'est plus agréable* and *c'est plus amusant.* On the final task on **Card 7** good efforts were made to describe the candidate's last birthday but again time frames in the past were problematic for some especially when an opinion was required. As on other cards, quite a few candidates used present rather than past time frames when hearing the commonly-met cue *C'était comment?* This led to errors of time frame and introduced ambiguity.

Card 8 was approached fairly confidently by candidates. **Task 1** was usually well done with nearly all able to give a clearly pronounced day. **Task 2** used a familiar question about the price. Some gave a number in euros but others used a different currency. Any currency was acceptable. As on C**ard** 1, *euros* was not always pronounced well. On **Task 3**, weaker candidates sometimes misunderstood and many often struggled with the interrogative adverbs they heard. Consequently, they could not maintain the correct time frame usage if they chose to use a longer utterance and use verbs. On **Task 4**, some tried to give very lengthy explanations as to why they liked water sports whereas a simple opinion would have been enough to fulfil the task. The very best candidates here gave some good answers saying they liked the feeling of speed or freedom. On the final task, **Task 5**, the cue used *à part* to indicate that a different activity from sailing was required. Those who spoke about sailing did not fulfil the task. Most however understood that a different activity was needed and understood the familiar language used in the cue, …*voudrais-tu?* If a verb was used alongside the activity, a future time frame was required. Candidates generally did not find this part of the task very difficult and even the weaker ones could name an activity. Any holiday or leisure activity here was acceptable. The final part of the task required an opinion to be given. Most here used an appropriate time frame and did not find the task too challenging.

The setting of **Card 9** in a tourist office was familiar to candidates. **Task 1**, requiring a day, was usually well done. **Task 2** was also usually well understood and approached well by candidates with even the weakest candidates usually being able to express a recognisable number of people. **Task 3** required candidates to identify and choose an option from one of the two presented by the examiner. The first part of the task was usually handled well by candidates and most could go on to give a simple reason as to why they preferred their chosen option. Here weaker candidates sometimes found it difficult to conjugate a simple verb when expressing their opinion. **Task 4** proved more difficult with not all understanding that the question required an indication of when they arrived in France. This could be answered without a verb but those who chose to

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give a longer utterance sometimes used a verb in an incorrect time frame. The second part of the task required candidates to say how long they were going to stay. Some answered briefly indicating a number of days but of those who chose to give a longer utterance it was sometimes the case that the verb *rester* was confused with the meaning of the verb *se reposer* which caused some ambiguity. **Task 5** was done well by the better candidates who understood the task well and realised that giving a simple leisure or tourist activity was enough to gain 2 marks.

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 had its easier and more difficult tasks and also gave candidates the opportunity to express opinions and give their reasons for their opinions.

Candidates need to listen carefully to the whole question and process it fully and carefully before answering so as to ensure that their answers contain relevant information. Some candidates started to respond too quickly and consequently sometimes did not hear the full question. They then went on to give irrelevant information to the set task. Examiners are reminded to respect the pauses on the script. Some examiners missed these out and on questions with 2 parts they read out both questions together. This does not give candidates the time to process the questions and makes it a more difficult test of memory.

Centres need to encourage candidates to try to develop their answers in a spontaneous way and also to try to develop a wider **range** of interesting opinions by learning useful structures and phrases. As in the role plays, many candidates still seem unaware that when expressing a basic opinion in the past that *c'était* and not *c'est* should be used. The acquisition also 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 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 strongest candidates were able to include subordination and a good range of linking phrases, adverbs and conjunctions in their work. 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, as last year, a tendency for centres to assess these generously. Centres are reminded that to place work in the Very Good band for Communication the work should be **consistently relevant to the set tasks** across the 2 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, ***Les transports***, was a familiar topic. **Question 1** was generally approached well with most mentioning their parent(s) as the main driver(s) in the family. Generally, the interrogative *Qui ?* can be challenging to weaker candidates but the inclusion of *dans ta famille* in the cue helped to guide candidates. **Question 2** was not always well understood and some weaker candidates named a form of transport they used rather than when they used it. Some clearly had not met the essential vocabulary item *les transports en commun.* Here, skilful examiners repeated the question to give candidates the opportunity to work for the marks and in such cases this strategy sometimes enabled such candidates to score at least 1 mark. On **Question 3**, the first question was quite well understood but was not always answered in the correct time frame. On the second question on this task the word *trajet* was not well understood. (This item of vocabulary is essential to this topic and features on the vocabulary list to be found in the syllabus.) Consequently, many

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irrelevant activities such as shopping and swimming were mentioned by weaker candidates who just concentrated on the word *vacances* heard in the question. Most candidates understood the first part of the task on **Question 4** and named the most dangerous form of transport for the environment as cars and planes. Other candidates however sometimes did not hear *dangereux pour l'environnement* and instead chose to talk about forms of transport which were best for the environment such as electric bikes. Some examiners helped candidates here by using the alternative question well and this helped candidates get back on the right track. The second part of the question was well answered by the stronger candidates who showed a wide range of relevant vocabulary and structures and went on to describe the effects and dangers of emissions and pollution in the second part of the question. **Question 5** was approached more confidently with most able to talk about an ideal trip they would like to go on with the weaker candidates just giving a destination. The best candidates gave details about their journeys in an appropriate time frame and were able to say why they would like to go on such a trip.

Topic 2, ***Les vêtements***, was also another familiar topic for candidates. **Question 1** was a highly accessible question with nearly all candidates able to name their favourite colour, often given as *bleu.* On **Question 2** there were often some ambiguous responses from weaker candidates who talked about the clothes they bought rather than who bought them. Most candidates were able to respond in some way to **Question 3** but some needed to hear the alternative question which used the verb *porter* rather than *mettre* and also avoided the use of the verb *assister* which candidates still confuse with the verb *aider.* The simplest answers just gave a list of clothes. Stronger candidates were able to give a more detailed description of the clothes and say what they thought about them. **Question 4** proved to be the most challenging question on this topic with many not quite understanding the question. Only the very best here could go beyond the personal and talk about *les jeunes* and say why fashion was important for them. Most instead talked personally about this and said why they liked clothes which was not always relevant. The last question was approached much more confidently and on **Question 5** nearly all could express a clear preference between online shopping or shopping in person. This question was well done by most candidates and the strongest performances here gave fluent and persuasive arguments. Those who preferred online shopping said it was easier, quicker or provided more choice. Others who preferred going to the shops talked about how they liked to touch the clothes, try them on and check the correct size.

Topic 3, ***Le sport***, was also an accessible topic. On **Question 1**, some candidates initially gave a list of sports rather than when they played them. If the question was repeated many of these candidates managed to get back on the right track and were then able to say when they did some sport. Again, on **Question 2**, some misunderstood the interrogative *Qui ?* with some candidates saying which sports were played rather than who played. **Question 3** was quite well understood but answers sometimes lacked clarity due to incorrect time frame usage. There was often a little ambiguity as to whether these were sports done in the past or if they were current activities. Candidates need to make sure that clarity of message is reinforced by making sure they know appropriate time markers and use these alongside their choice of verbs. **Question 4** was also quite well understood but not all were able to give a very detailed explanation. Most referred relevantly and briefly to it being good for health and the strongest responses talked about it relieving stress and being a way to meet friends or have a balanced lifestyle. Others who said it was not important at present said they were too busy with exams to have time for sport. On **Question 5**, if the first version of the question proved demanding for some, nearly all candidates understood the task when the alternative version was used. Most cited one or two very well-known footballers, basketball players or tennis players. Most just named the celebrity. Of those giving longer responses featuring a verb, some did not use *rencontrer* confidently. The strongest candidates gave some good reasons as to their choice and often used verbs related to performance and adjectives describing personality well but weaker candidates struggled here to go beyond an expression of liking the person in question.

Topic 4, ***Le monde naturel et l'environnement***. On this topic, candidates initially made a fairly confident start on the opening question. Most were able to answer **Question 1** well but were not always able to pronounce their favourite season well on **Question 2**. **Question 3** was a very open question using straightforward vocabulary. Candidates had the chance here to describe and show they could narrate a visit to a national park in past time frames. Here there were many time frame errors and some candidates chose instead to talk about a *parc d'attractions,* which caused some irrelevance in some responses. There were however some very good responses which detailed visiting national parks where wonderful scenery, various animals and vegetation could be seen. Others were able to give more generic responses involving transport there, having picnics and taking photos which had some relevant meaning. **Question 4** required candidates to talk about environmental problems in their own country. Some seemed unaware of the challenges or just lacked the vocabulary to name the issues. Many could name the problems of pollution and better candidates mentioned deforestation, the lack of water or global warming. It was only possible for the very best candidates to explain why these problems had arisen. **Question 5** required candidates to say specifically what they would do in the future **at home** to protect the environment better. Some immediately made their

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answers irrelevant by talking about what they would do at school or in towns. Many showed here an ability to understand and use vocabulary such *trier* and *recycler les déchets* but answers often lacked focus. Here, candidates needed to listen to the whole question carefully before they started to answer.

Topic 5, ***Ma ville et ma région.*** This topic was approached quite well by candidates. On **Question 1**, most candidates could name their town or village but with some mispronunciation and confusion between *vie* and *ville* if they chose to give a fuller answer. On **Question 2**, not all candidates understood or were able to use *depuis* alongside a verb. A short answer such as a number of years or a phrase such as *depuis ma naissance* was all that was required to answer correctly. **Question 3** was usually understood well although again, errors of time frame prevented some from answering clearly. The strongest answers showed the ability of candidates to narrate a series of events in past time frames. Some also answered too quickly and talked about what they had done at a friend's house rather than what they had done *en ville*, highlighting the need to listen to the whole question carefully so as to avoid irrelevance. On **Question 4**, some did not fully understand the verb *apprécier* and sometimes needed to make use of the easier alternative question which used the verb *aimer.* On **Question 5**, candidates understood the question well and were usually able to express a preference for living in a town or in the countryside and say why. The pronunciation of *préférerais* was not always clear from some examiners and in such cases, this sometimes led candidates into trying to answer in an incorrect time frame. Centres are reminded that all questions should be read exactly as printed so as not to disadvantage the candidates in any way.

Topic 6, *L'éducation et le travail* was another topic which candidates generally found accessible. Most candidates were able to respond to **Question 1** and could give relevant details about when they did their homework although some answered irrelevantly and said where they did their homework, Skilful examiners repeated the question which gave candidates the opportunity to work for the marks. **Question 2** was well done by most candidates and many went on to add extra detail about their preferred school subjects. **Question 3** proved to be more challenging. Only a few seemed familiar with the vocabulary list term *stage.* Moderators accepted any reference to any kind of work which had been done, whether at home or elsewhere. Schoolwork and school projects and projects mentioned however showed that some did not understand this question well. On **Question 4,** as on **Topic 3**, **Question 3,** some again answered too quickly without taking into account all elements of the question and did not appreciate the relevance of *à la maison* and instead spoke about the general advantages and disadvantages of working online which did not fully answer the set task. The strongest responses cited advantages such as being more comfortable and not having to get up early to travel to school and the disadvantages of not being with their friends and not being able to talk with their teachers. A few misinterpreted the meaning of the very common verb *travailler* and took it to mean travel. On **Question 5** some needed recourse to the easier alternative question as *l'étranger* was not well known. The strongest candidates were able to say why they would like to work abroad and gave reasons such as better work opportunities, practising another language or experiencing life in another country.

Topic 7, *Le tourisme w*as another familiar topic with many able to say on **Question 1** how long their holidays lasted and, on **Question 2** where they usually went. Some were however unfamiliar with the verb *durer* and the question often needed repeating for weaker candidates. **Question 3** was one of the questions which candidates generally understood very well and which had probably been well practised during their speaking learning activities. The weakest candidates were usually able to say where they had been last year and there were some very full accounts from the strongest candidates which showed that they could narrate well in the past and use a good range of vocabulary and structures accurately. **Question 4** was perhaps the most challenging question on this topic with many not fully appreciating the relevance of *pour un pays.* Most candidates, instead of pointing out the general benefits of tourism to a country, spoke instead about the advantages of being a tourist or the wide range of tourist destinations in their own country. The best answers here talked about the economic advantages offered and local job opportunities and then went on to cite various disadvantages such as pollution, rubbish and the need for fewer tourists to visit places such as wildlife parks and seaside destinations as there were too many people visiting. Such responses showed a mature and well considered answer. A few spoke of the need to develop green tourism and the need to protect local wildlife. Most finished the topic fairly confidently on **Question 5** and were able to say what new kinds of holidays they would like to try. Generally, the verb *essayer* was better understood than in the past but, *genre* was not well known by weaker candidates who often needed the alternative question which gave more support and was better attempted.

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Paper 0520/41
Writing

Key messages

Candidates are advised to:

- use single words and not to reuse examples already given as answers in the question paper 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 best allows them to show what they know
- give brief additional details in response to individual tasks in **Question 3.**

General comments

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

Candidates should also try to form their letters carefully so that their writing is easily understood. There were several instances of barely readable answers as candidates had written over their first draft.

Comments on specific questions

Section A

Question 1: Vous voulez vous inscrire dans un centre de vacances en bord de mer en France.

This exercise was on the whole quite well done.

For **gap 1**, candidates were asked to indicate how long they intended to stay at a holiday centre. Successful responses included a number of days, weeks or months.

For **gap 2,** candidates had to state the type of accommodation they required. *Hôtel* and *appartement* were common answers.

Gaps 3 and 4 Many candidates were able to provide two examples here. The most popular water sports were *natation* and *surf.* Some candidates would have benefited from reading more carefully as there were some responses such as f*ootball* and *tennis* which were not water sports.

A manual/artistic activity was expected to fill in **gap 5.** Candidates performed well in this question as a wide range of activities was acceptable. The choice of activities chosen was quite impressive as some candidates chose more sophisticated words such as *origami, tricot, couture* or *crochet.*

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Question 2: Mon uniforme scolaire

For **Task 1**, candidates were asked to describe their school uniform. Whilst many successfully completed the task, some could only achieve partial communication as the ending for *je porte* was often inaccurate.

Other problems encountered by candidates were using the correct French words when listing the clothes they wear or their colours.

For **Task 2**, the majority of candidates were able to rephrase the question to explain *je trouve ces vêtements confortables/élégants.* The vast majority of candidates seemed to be in favour of having a school uniform as *j'aime mon uniforme* was widely used.

Some candidates found **Task 3** challenging and many did not attempt to answer the question. Others missed out the subject pronoun. For the task to be fully completed, candidates had to say what they were not allowed to wear for school. Strong responses either used the construction *il est interdit de porter* or *on ne peut pas porter*… A common theme cited was that candidates were unhappy about not being allowed to wear trainers or trousers for girls.

Some candidates misunderstood the question and wrote *il est interdit de porter des portables.* As it was not an appropriate answer to the question, it was only given partial communication.

For **Task 4** candidates had to say why their parents were in favour or against the use of school uniform. Successful responses included a reason such as *il coûte trop cher ; il est pratique* or *il est élégant.*

A fair number of candidates retained the inversion *sont-ils* in their answer and therefore only partially completed the task.

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 rules. Successful answers were often very simply expressed, e.g. *Je voudrais changer les couleurs de l'uniforme* or *je voudrais pouvoir utiliser mon portable.*

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 and ensure that the verbs they use are in the correct time frame and with the correct ending.

Question 3

(a) Un week-end chez mon ami(e)

75% of candidates chose this option.

Task completion

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

For **Task 1,** candidates were asked to describe the town where their friend now lives. A verb in the present tense was required. Many were able to make full use of the words used in the question to give a suitable answer. *Mon ami/amie habite dans une jolie petite ville* was fully rewarded. Many were able to provide extra details about the town e.g. its name, its buildings and its facilities.

For full task completion to be achieved the subject of the verb must be correct. Candidates who did not make use of the correct wording in the title of the task and wrote *ma amie* could only be given partial communication.

For **Task 2**, candidates had to explain how they felt when they received their friend's invitation. Stronger responses reflected the task fully by rephrasing the question *Quand j'ai reçu son invitation, j'ai été content(e)/surpris(e)/excité(e)*. Weaker responses such as *j'ai été joli(e)* did not fully communicate the message they were instructed to write.

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Candidates who used *mon reaction* then found it difficult to construct the rest of the sentence. To improve in questions like this, candidates should master a small number of positive and negative reactions which can be used accurately

For Task 3, candidates were expected to describe their journey to their friend's town. This task was usually well done. Strong responses included *pour aller chez mon ami(e) j'ai pris le train/je suis allé(e) chez mon ami(e) en avion.*

There were some instances of using incorrect adjectives, e.g. *loin i*nstead of *long.*

For **Task 4,** candidates were asked about the activity they had enjoyed most. *J'ai surtout/beaucoup aimé* + activity was sufficient for full communication.

Many candidates listed all of the activities they had done during their visit but without mentioning their favourite one. This meant a partial communication of the task.

For **Task 5,** candidates had to say what they would like to do with their friend during the friend's visit. To successfully complete the task, it had to be obvious that the friend would be part of the activity. It was also expected that the answer was put in context, e.g. *Quand mon ami(e) viendra chez moi.*

The question was phrased in the conditional and a similar time frame was expected in the answer. Some candidates only partially completed the task as they used a verb in the future tense. The strongest responses such as *je voudrais/j'aimerais* were followed by an accurate infinitive, e.g. *quand mon ami(e) viendra chez moi, je voudrais/j'aimerais aller au cinéma avec lui/elle.*

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. The strongest responses who gained marks above that level were 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 aller au cinéma.*

Candidates should copy spellings carefully from the question paper (mon amie, maintenant, ville).

The accuracy of spelling, gender, use of the appropriate article, placing and agreement of adjectives and elision are all considered here, as is the correct choice of verb tense and form. Candidates are advised to spend time checking the accuracy of their piece. Verbs are critical to the effective communication of information. It is therefore vital that candidates show their ability to manipulate verbs consistently in a variety of tenses and persons.

Question 3

(b) Repas dans un restaurant

Task completion

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

For **Task 1,** candidates had to state what special occasion they were celebrating.

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The feminine agreement at the end of *fêté* misled some candidates who retained it in their answer when it should have been avoided. Candidates with a better grasp of past participle agreement avoided the pitfall and successfully wrote *J'ai fêté mon anniversaire avec ma famille/mes amis.*

Task 2 required candidates to explain their choice of restaurant. Many candidates responded successfuly by mentioning the quality of the food, the type of food on offer or the proximity of the restaurant, *J'ai choisi ce restaurant car j'aime la nourriture italienne* was a common example of a strong answer.

For full completion of **Task 3**, candidates had to describe an incident that took place during the meal. Those who kept their answer very simple tended to do much better e.g. *mon repas était froid* or *il y avait un insecte dans ma soupe.*

For task 4, candidates were asked to describe the advantages of eating in a restaurant. Most were able to manipulate the question to form the beginning of their answer. *Les avantages de manger dans un restaurant sont qu'il y a plus de choix, la nourriture est délicieuse.*

The task required candidates to make general comments in the present tense about eating in a restaurant. Those who commented only on their particular recent experience could only achieve partial communication.

Task 5 proved quite 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.

For full completion of the task, candidates had to give details about their next outing. Describing a celebration which would take place in their own home did not fulfil the requirements of the task and therefore only communicated a partial message.

Range

There were some well organised accounts which met the criteria outlined in the 5–6 band as the pieces produced showed evidence of some extended sentences linked with simple connectives as well as *car* and *parce que.*

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

Accuracy

Some commonly misspelt words included: *beaucoup*, restaurant, anniversaire, avantages.

The accuracy of spelling, gender, use of the appropriate article, placing and agreement of adjectives and elision are all considered here, as is the correct choice of verb tense and form. Candidates are advised to spend time checking the accuracy of their piece. Verbs are critical to the effective communication of information. It is therefore vital that candidates show their ability to manipulate verbs consistently in a variety of tenses and persons.

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Paper 0520/42
Writing

Key messages

Candidates are advised to:

- give a single response, either single word or short phrase, for each gap 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

There were some common errors which resulted in candidates not progressing as high up the range as they might have done.

- To convey their ideas, candidates must use a correct subject/verb accord in an appropriate tense. This is a challenge for some candidates as exemplified by the answers to the second task of **Question 2**: *je jouer au tennis… , je visiter la ville…. , je fait de la natation…* .
- Candidates should make sure to benefit from vocabulary given in the question paper by copying the spelling correctly. The misspelling or incorrect gender or number of the following: *le collège, l'école, la réaction, les resultats, les vacances,* sometimes compromised the mark for Task Completion if it introduced ambiguity.
- Candidates are regularly asked to comment on advantages or disadvantages: they would benefit from being able to recognise such vocabulary and be able to adapt them e.g. *l'avantage est… , les avantages sont… , l'inconvénient est… , les inconvénients sont… .*
- Careful checking of their work can make a difference to the marks awarded.
- Centres are advised to encourage candidates to write full sentences in **Question 3**, and to link these where possible, using structures listed in the specification: conjunctions such as où, qui, que, quand, lorsque, si ; verbal phrases such as après avoir/être, avant de, depuis, pour and afin de, correct prepositional linkage of verbs. Object pronouns, strong negatives and uses of the comparative would also serve to enhance the narrative.

Comments on specific questions

Question 1 : Vous organisez le repas de fin d'année pour votre club de danse à Lyon.

The pattern of tasks explored largely familiar areas of study; not all candidates understood what was required, however.

Providing a noun to complete the address in **gap 1** proved challenging for many: *avenue, route, rue* were the most obvious responses.

There were many acceptable responses to for **gap 2**, e.g. *hamburger, quiche, salade, steak.* Some candidates were not familiar with *plats* or *poulet* and so did not realise this task was about food.

For **gaps 3** and **4**, candidates needed to mention two vegetables: there were a surprising number of fruits offered. Although spelling was often insecure, especially in the case of *chou-fleur*, many candidates were

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able to gain both marks. Some candidates gave different puddings rather than different flavours of ice cream for **gap 5**, e.g. *café, chocolat, fraise, vanille.*

Question 2 : Vacances typiques

This question has a set format: four tasks inviting a present tense and one task requiring either the future or the conditional tense. Many candidates who could write coherently in French chose to describe either previous holiday experiences or ideal holidays. They should be reminded to answer in the same time frame as the task/question. The noun *journée* in **Question 2** was frequently misunderstood as meaning journey.

Many candidates were able to identify a place in order to complete **Task 1** e.g. *j'aime aller en Espagne… , je vais au bord de la mer… , je passe les vacances chez mes grandsparents… .*

For **Task 2**, those who understood the second task mentioned a range of activities: *je fais une promenade… , je joue au tennis… , je visite la ville… .* Holidays were sometimes considered as time off school so candidates were also rewarded for house based activities such as *j'aide ma grand-mère… , je travaille dans le jardin… , je lis un livre… .*

Regarding how they spent the evening in **Task 3**, responses included: *je mange au restaurant… , je regarde un film… , je vais chez mon ami… .* When a task focuses on a particular time candidates should make sure that their responses reflect that; it was not always clear what activities referred to the daytime and what to the evening.
In **Task 4**, many candidates seem to miss the *fait*: many responses complained about the weather, food, accommodation, travel arrangements. The strongest appropriate responses included an action and often mentioned having to do holiday homework: *je n'aime pas faire mes devoirs… , je déteste étudier…*, others suggested *je n'aime pas faire les tâches ménagères… , je déteste pratiquer du sport….*

Task 5 invited a conditional tense: many succeeded with statements such as *je voudrais aller en vacances avec mes amis.*

Question 3

Candidates favoured **Question 3(a)**: 77% over **Question 3(b)**: 23%

(a): Ma nouvelle école

Task completion

There were many different reasons offered for changing school. A past tense was expected and strong responses included e.g. *ma mère a trouvé un nouvel emploi… , ma famille a déménagé… , mon grand-père était malade… , je n'aimais pas mon collège… .*

Some candidates were not familiar with the verb **se sentir** and there were many irrelevant answers. Strong responses suggested variously: *j'avais peur… , j'étais anxieux… , je me sentais triste…* or *j'étais contente.*

Candidates had many different positive comments about the new school: *j'aime les professeurs… , j'ai beaucoup d'amis… , il y a un grand terrain de sport… , je peux nager dans la piscine… , les repas dans la cantine sont délicieux…* . Some responses used the past rather than the required present tense.

A simple statement in the future tense was sufficient to complete the final task regarding gaining good results: *je vais faire tous mes devoirs… , je vais aller à la bibliothèque tous les jours après l'école… , je travaillerai dur en classe… .*

Range

Candidates need to demonstrate a sufficient range of complex structure to gain marks above the 5–6 band. Those who were successful in accessing marks from the upper bands used structures such as: *j'avais peur parce que je ne connaissais personne à l'école… , après être arrivée à l'école je suis allée au bureau du directeur… , le batîment est très moderne, je l'aime beaucoup… , j'ai décidé d'étudier au moins deux heures par jour… , je pense que cela va être facile car je suis travailleuse… , tu sais que pour moi, c'est important d'aller à l'école, je crois que je vais passer beaucoup de temps à la bibliothèque… .*

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Accuracy

There were some encouragingly accurate pieces of work which merited marks from the upper bands.

Control of basic grammar is essential for candidates to progress beyond the 3–4 band. The choice of the correct article, definite or indefinite, and the appropriate partitive article was a problem for some candidates, as was the agreement of adjectives. Among the types of error which compromised meanings were: *m'école, m'uniforme, la norriture* and the use of the wrong word, e.g. *effrayant, fatigant, inquiétant,* for *effrayé, fatigué, inquiet.*

Checking work carefully can make a significant difference to the outcome not least with spelling and words copied from the question paper.

Question 3(b): Chien perdu

Task completion

Most candidates were able to say when and where they found the dog. The strongest responses gave some context to explain what they were doing at the time, e.g. *je rentrais à la maison après l'école… , je travaillais dans le jardin… , je sortais la poubelle… .*

A description of the dog proved easy for most and many candidates gave a number of details: *il était petit et brun… , le chien était sale… , il était jeune… , il avait les yeux noirs… .* Some mentioned: *il avait les cheveux blancs…*

Many candidates mentioned that the parents either liked or disliked dogs, this was relevant additional detail that could be credited. Comparatively few could state their reaction e.g. *ma mère avait peur… , mon père était fâché… , mes parents étaient contents… .* To improve in questions like this, candidates should practise a small number of positive and negative reactions which they can use accurately.

There were a variety of good ideas for finding the dog's owners correctly written in the future tense : *je vais contacter le vétérinaire… , je vais faire des posters… , je vais chercher sur Internet….*

Some candidates who chose this option either did not fully understand the questions or lacked the vocabulary and structures to present a coherent account. It would benefit the candidates to spend time thinking about each task briefly before starting in order to assess which optional question **3(a)** or **3(b)** would be best for them to choose.

Range

As with **Question 3(a)**, candidates who showed that they could use complex structures were limited. Some examples of strong responses that demonstrated complex structures were: *en rentrant chez moi j'ai vu un chien près d'une poubelle… , c'est alors que j'ai aperçu un chien perdu qui marchait autour de notre jardin… , j'étais en train de rentrer chez moi quand j'ai vu un petit chien… , mes parents m'ont dit de le laisser tranquille … , je l'ai nettoyé parce qu'il était très sale… , c'est parfois fatigant de promener le chien… , je vais prendre une photo du chien et la poster sur les réseaux sociaux… .*

Accuracy

There were some encouragingly accurate pieces of work which merited marks from the upper bands.

Control of basic grammar is essential for candidates to progress beyond the 3–4 band. The choice of the correct article, definite or indefinite, and the appropriate partitive article was a problem for some candidates, as was the agreement of adjectives. Among the types of error which compromised meanings were: *m'école, m'uniforme, la norriture* and the use of the wrong word, e.g. *effrayant, fatigant, inquiétant,* for *effrayé, fatigué, inquiet.*

Checking work carefully can make a significant difference to the outcome not least with spelling and words copied from the question paper.

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Paper 0520/43
Writing

Key messages

Candidates are advised to:

- give a single response, either single word or short phrase, for each gap 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. conjunctions such as où, qui, que, quand, lorsque, si ; verbal phrases such as après avoir/être, avant de, depuis, pour and afin de, correct prepositional linkage of verbs. Object pronouns, strong negatives and uses of the comparative would also serve to enhance the narrative.

General comments

There were some common errors which resulted in candidates not progressing as high up the range as they might have done.

- To convey their ideas, candidates should use a correct subject / verb accord in an appropriate tense. Some candidates are insecure in this area, as exemplified by the answers to the first task of **Question 2**: *je jouer au tennis le week-end… , je fait de la natation deux fois par semaine… .*
- Candidates should make sure to benefit from vocabulary given in the question paper by copying the spelling correctly. Misspelling or incorrect gender or number sometimes introduced ambiguity which then compromised the mark for task completion
- Candidates are regularly asked to comment on advantages or disadvantages: they would benefit from being able to recognise such phrases and being able to adapt them e.g. *l'avantage est… , les avantages sont… , l'inconvénient est… , les inconvénients sont… .*
- Careful checking of their work can make a difference to the marks awarded.
- In recent sessions, there has been an increasing trend to use *trop / plus* instead of *très*. It would be helpful for candidates to understand that *trop, plus* are not synonyms of *très* and that their use can convey a quite different and sometimes ambiguous meaning. In this session, some candidates used *plusieurs* where the sense required *beaucoup de*; some also successfully varied their choice of structure with *de nombreux.*

Comments on specific questions

Question 1 : Vous cherchez un hôtel en France sur Internet.

Candidates found it easy to provide a month for their holiday for **gap 1**. By far the most popular response to the preferred location for **gap 2** was *campagne.* **Gap 3** was equally well managed: there were many acceptable answers, among the most frequent: *piscine* and *restaurant*. For **gaps 4** and **5**, candidates needed to mention two things required in the bedroom. There were many possible responses, among the less common were *savon, sèche cheveux.* Some candidates were unable to spell *bouteille*.

Question 2 : Moi et le sport

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Question 2 has a set format: four tasks inviting a present tense and one task requiring either the future or the conditional tense. Many candidates who could write coherently in French chose to use past tenses to describe previous holiday experiences when the directed task referred to the future.

For **Task 1**, most candidates could state when they do sport either using a time phrase or a location: *je fais du sport tous les lundis… , je fais du sport pendant mon temps libre, après l'école… , je fais du sport à l'école…* Most candidates successfully described the clothes they wear for **Task 2**: *je porte un grand t shirt noir… , pour le foot et le rugby je mets un maillot… .*

The preference for either individual or team sports was well managed in **Task 3** using a simple form of linkage: *je préfère les sports d'équipe parce que j'adore jouer avec mes copains… , car c'est amusant… .*

Regarding the importance of taking exercise for **Task 4**, candidates stressed the health benefits: *il est important de faire du sport pour rester en forme… .*

Those who could use a conditional tense were successful in **Task 5**: *j'aimerais essayer la natation… .* Many gave a reason for their choice: this was an appropriate way of adding some relevant detail.

Question 3

Candidates favoured **Question 3(a)** :83% over **Question 3(b)**: 17%.

(a) Séjour dans une famille française

Task completion

Candidates found the first task straightforward, making positive comments about the host family: *la famille était gentille… , ils étaient très accueillants… .*

The following task was equally accessible to those who could use a past tense: *j'ai surtout aimé faire des promenades avec la famille… , ce que j'ai apprécié le plus c'était notre visite à Paris… .*

There were various complimentary remarks about French food, although not all candidates were successful in making a valid comparison as required. Some examples of stronger responses were as follows : *la cuisine française est délicieuse mais la cuisine de mon pays est plus variée… , la cuisine française est meilleure que la cuisine singapourienne… , la cuisine française est moins épicée que la cuisine indienne… .*

Any detail about the return journey in a relevant past tense was rewarded: *j'ai voyagé en Malaisie en avion… , j'ai dû prendre le train… , le voyage était long… .*

Candidates were generally successful in producing a future tense verb for the final task: *nous allons aller à un parc aquatique ensemble… , je vais leur montrer les attractions touristiques dans mon pays… , on va visiter les monuments historiques… .*

Range

Candidates need to demonstrate a sufficient range of complex structure to gain marks above the 5–6 band. Those who were successful in accessing marks from the upper bands used structures such as: *je trouve qu'ils étaient non seulement aimables mais serviables… , l'activité qui m'a plu le plus… , toutefois je l'adore puisque c'est plus sucré que la cuisine chinoise… , quand j'ai eu la chance de goûter… , j'étais très triste de rentrer à la maison… , quand elle me rendra visite… .*

Accuracy

Control of basic grammar is essential for candidates to progress beyond the 3–4 band. The choice of the correct article, definite or indefinite, and the appropriate partitive article was a problem for some candidates, as was the agreement of adjectives. Checking work carefully can make a significant difference to the outcome not least with spelling and words copied from the question paper.

(b) Mon samedi

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Task completion

Of the small number who attempted this question some did not fully understand the questions or lacked the vocabulary and structures to present a coherent account. For example, some candidates described their parents' home rather than their place of work. As a consequence, there was a measure of irrelevance in responses. It would benefit candidates to spend time thinking about each task briefly before starting in order to assess which optional question **3(a)** or **3(b)** would be best for them to choose.

Most candidates described the retirement home in simple terms: *la maison de retraite est grande… , elle a 15 chambres… , l'extérieur de la maison est peint en bleu… .* Task 2 was particularly challenging and few managed to complete the task appropriately. Some could explain how the residents spend their time: *les personnes âgées aiment faire la sieste… .* No candidate could describe an amusing incident: this proved to be the most challenging task. There was more success explaining how they would spend the day if they were not working: *je passerais le samedi avec mes amis… , je regarderais un film… .*

Range

Only one candidate gained a mark above the 5-6 band. They used the following complex patterns: *les gens qui travaillent pendant la semaine sont jeunes et ils doivent passer le week-end à étudier… , les personnes âgées s'amusent à faire des puzzles… , si je ne travaillais pas je pense que je passerais ma journée à faire le ménage….*

Accuracy

Control of basic grammar is essential for candidates to progress beyond the 3–4 band. The choice of the correct article, definite or indefinite, and the appropriate partitive article was a problem for some candidates, as was the agreement of adjectives. Checking work carefully can make a significant difference to the outcome not least with spelling and words copied from the question paper.

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