

Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

Other services from Cambridge International Education

- [Digital mocks service](#)
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FRENCH

Paper 0520/12 Listening
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Key messages

Candidates performed well on **Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 21, 22, 24, 25, 27, 32, 33, 38 and 39.**

Candidates performed less well on **Questions 18, 19, 20, 23, 26, 28, 29, 30, 31, 34, 35, 36, 37 and 40.**

Candidates should listen carefully to each section of the text as a whole, as the general context facilitates overall understanding of the text and introduces crucial vocabulary. Candidates would benefit from further study of the conditional, the negative form, adverbs of time and general time references.

Comments on specific questions

Question 18

- Options **A**, **C** and **D** were common incorrect answers.
- This suggests that some candidates needed to understand the relevant sentence in the original text: *Au début, ses films étaient intéressants mais franchement, j'ai trouvé son dernier film ennuyeux.*

Question 19

- Options **A**, **B** and **D** were common incorrect answers.
- This suggests that some candidates needed to understand the relevant sentence with two verbs in the conditional: *Bonne idée, il paraît que c'est marrant, ce serait bien de rire un peu.*

Question 20

- Option **A** was a common incorrect answer.
- This suggests that candidates could improve further by understanding of the time references given in the text: *quand j'étais jeune, j'habitais* indicates the past and *mais maintenant, je vis* indicates a contrasting notion paired with a verb in the present tense.

Question 23

- Option **C** was a common incorrect answer.
- This suggests that candidates needed to carefully identify who was doing which task. The question relates to *les parents de Karim* whereas option **C** is the task done by *un voisin*.

Question 26

- Options **C** and **D** were common incorrect answers.
- This suggests that candidates needed to carefully identify the indefinite quantifier *la plupart des gens* and understand the subordinate clause introduced by *if*.

Question 28

- Options **A** and **C** were common incorrect answers.
- This suggests that candidates needed to listen carefully to the text to identify *le couple* in the sentence: *Par exemple, le couple du 2^e étage garde le hamster d'un voisin pendant les vacances.*



Question 29

- Option **A** was a common incorrect answer.
- This suggests that candidates could improve by further understanding of the adverb of time *bientôt* in the sentence *je vais bientôt avoir vingt ans* which rules out option **A**.

Question 30

- Option **D** was a common incorrect answer.
- This suggests that candidates needed to carefully listen to the text to be able to identify the sentence referring to *certains étudiants* and the one referring to the pronoun *moi*.

Question 31

- Option **B** was a common incorrect answer.
- This suggests that candidates could improve by further understanding of the sentence *Nous assistions souvent à des matchs de base-ball* to differentiate it from *Elle a joué au base-ball*. Candidates should be able to recall the meaning of the verb with preposition *assister à*.

Question 34

- Option **D** was a common incorrect answer.
- This suggests that candidates needed to carefully listen to the second sentence, introduced by the clause in the negative form *je ne savais pas que* followed by the clause in the conditional, to rule out option **D**. Candidates needed to identify the sentence introduced by *Mais le plus important* to answer the question correctly.

Question 35

- Option **A** was a common incorrect answer.
- This suggests that some candidates misunderstood the time reference *En novembre dernier*.

Question 36

- Options **D** and **E** were common incorrect answers.
- Some candidates could improve by further understanding of the negation in the sentence *je ne suis pas quelqu'un de sportif* and of the conditional tense in the final sentence *J'aurais dû m'entraîner à faire de la marche avant mon départ*.

Question 37

- Option **C** was a common incorrect answer.
- This suggests that candidates could improve by further understanding of the word *presque* in the text, which contradicts *plus de* found in option **C**.

Question 40

- Option **D** was a common incorrect answer.
- This suggests that candidates misunderstood the vocabulary in the text *des jeux de lumière sur le sable* to mean *des levers de soleil magiques dans le désert* which appears in option **D**.



FRENCH

Paper 0520/22 Reading
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Key messages

Candidates performed well on **Questions 1(a), 1(b), 1(c), 1(d), 2(a), 2(b), 2(c), 2(e), 3(b), 3(c), 3(e), 3(f), 3(g), 4(a), 4(b)1, 4(b)2, 4(d), 4(j), 6(a), 6(b)1, 6(b)2, 6(c), 6(d).**

Candidates performed less well on **Questions 1(e), 2(d), 3(a), 3(d), 4(c), 4(e), 4(f), 4(g), 4(h), 4(i), 4(k), 6(e), 6(f), 6(g), 6(h), 6(i)1, 6(i)2.**

[Short explanatory paragraph]

Comments on specific questions

Question 1(e)

- Option **E** was a common incorrect answer.
- It appeared that some candidates did not recognise *haricots* and so were guessing.

Question 2(d)

- Option **D** was a common incorrect answer.
- It is possible that some candidates may have associated *plan* with travelling.

Question 3(a)

- Option **A** was a common incorrect answer.
- Some candidates were unable to identify that it was the end of the school holidays and the start of the new school year. It was unclear whether it was *le commencement* that gave the difficulty, or whether they did not recognise the meaning of *grandes vacances*.

Question 3(d)

- Option **A** was a common incorrect answer.
- It seems likely that candidates did not know the meaning of *baigné*.

Question 4(c)

- Some candidates did not seem to recognise the question word *quand* and copied a general section about her moving house.

Question 4(e)

- Apart from a misspelling of *côté* that changed the meaning, the most common error was writing too much so that the response did not make sense in relation to the question asked.

Question 4(f)

- Some candidates wrote answers relating to being impatient, which was referring to a different situation.

Question 4(g)

- Candidates who misunderstood this question generally wrote an unrelated answer.

Question 4(h)

- Common mistakes here often involved missing out *quand* in the answer.

Question 4(i)

- Some candidates identified the right paragraph of the text. Some did not pick the part that actually answered the question. Common incorrect responses centred on Simone leading Lola to the right answer.

Question 4(k)

- Some candidates did not focus on the actual opinion about the grandmother. Some gave only the reason for the opinion.

Question 5(b)

- Option 1 was a common incorrect answer.
- Candidates here picked an option that related to oil-painting whereas person b was writing about painting for DIY.

Question 5(c)

- Option 3 was a common incorrect answer.
- Person c had said that she was not interested in walking or sport and it seems that some candidates had seen the words without reading carefully to understanding that the opinion was negative.

Question 5(e)

- Options 2 and 7 were common incorrect answers.
- Option 2 was broadly the right subject matter and took place at the wrong time of year, and option 7 was DIY painting.

Question 6(e)

- Some candidates did not include the idea of 'there' in their response, making it ambiguous.

Question 6(f)

- Incorrect answers usually involve candidates writing an answer unrelated to the question.

Question 6(g)

- Some candidates included *avec* in their answer which meant that the answer did not make sense with the question.

Question 6(h)

- Some candidates copied that part of the text that stated that the city needed French-speaking guides. Some part did not give that reason.

Question 6(i)1 and 6(i)2

- The answers for these two questions could be written in either order. Some candidates wrote an unrelated answer, usually relating to doing online searches, or doing visits himself. In some cases, the wording of an otherwise correct answer invalidated it.



FRENCH

Paper 0520/03 Speaking

Key messages

What candidates did well

- Candidates demonstrated clear familiarity with the format of the test.
- Candidates made effective use of their preparation time to consider the scenario of their role play and prepare for questions they might be asked in that situation.
- Most candidates realised that being concise in the role plays was essential.
- Many candidates developed their topic conversation answers with varied tenses, opinions, justifications and complex structures.
- Many candidates understood commonly used interrogative forms.
- Candidates were able, when necessary, to ask for repetitions to confirm their understanding of questions.

What candidates needed to improve

- Some candidates needed to listen to the whole question more carefully so that key words and ideas were included in their answers.
- Some candidates needed to focus on identifying the time frame heard in the questions and answer in the same time frame in order to answer relevantly.
- Candidates should be familiar with key adverbs of time to help them identify correct time frames.
- Some answers to role play tasks needed to be more concise so as to avoid adding extra irrelevant details and inaccuracies.
- In the role plays, many candidates needed to use the correct first person conjugation of verbs when responding to questions which used a *vous* formal form of address.

Comments on specific tasks/activities

Role Plays

Card 1

What candidates did well

- Candidates generally provided times of day clearly on **Task 1**.
- On **Task 2** most candidates could name several languages.
- On **Task 3** many candidates responded well to *quand* and *avec qui*.
- Most were able on **Task 4** to give a convincing reason for liking historical monuments such as *j'adore l'histoire*.
- On **Task 5** many candidates realised a future time frame was required and a variety of suggested activities were heard.

What candidates needed to improve

- On **Task 1** some candidates mispronounced *parle* as *parlé* which did not communicate clearly.
- On **Task 3** candidates needed to listen carefully for time references. Some candidates did not recognise *la dernière fois* and answered in an incorrect time frame.
- Some responses to **Tasks 4** and **5** needed to be more concise.



Card 2

What candidates did well

- Many candidates could name their country clearly on **Task 2**.
- Most understood the first part of **Task 3** well and were able to give a day or refer to a time in the past.
- On **Task 4** many candidates gave convincing and sometimes imaginative reasons for liking their work such as *j'aime travailler avec les clients* and *l'ambiance est sympa*.
- Most realised a future time frame was needed on **Task 5** and a variety of appropriate ideas were given.

What candidates needed to improve

- Some candidates did not understand or mispronounced *semaines* in **Task 1**.
- On **Task 2** candidates needed to give a country rather than a nationality in response to *Quel pays?*
- Many needed to improve their pronunciation of *Inde* on **Task 2**.
- Some answers on **Task 3** showed the need to learn past time expressions such as *la semaine dernière/hier*.
- On **Task 5** some candidates would benefit from learning that *avoir l'intention de faire* is a cue to use a future time frame.

Card 3

What candidates did well

- Many were able to describe the location of the riding club clearly on **Task 1**.
- On **Task 2** the cue *combien de temps* was well understood by most candidates.
- On **Task 3** many candidates could give an appropriate reason for liking horse riding such as *j'adore les chevaux* or *c'est bon pour la santé*.
- Most realised a future time frame was needed on **Task 5** and a variety of activities were given.

What candidates needed to improve

- Some responses to **Task 1** showed the need for thorough revision and practice of the interrogative adverb *où*.
- On **Task 3** some candidates confused *chevaux* and *cheveux*.
- Some candidates could not maintain the correct time frame on **Task 4**. They need to learn that *il y a* to express 'ago' is an important time expression.

Card 4

What candidates did well

- Nearly all candidates were able to name their school on **Task 1**.
- On **Task 2** most candidates could say how long their break lasted.
- On **Task 3** many candidates responded well to the second part of this task and could name foods such as *du riz*, *du poisson*, *du curry* and *des légumes*.
- On **Task 4** most candidates could express opinions clearly about why they liked French.
- On **Task 5** many answers expressed suitable leisure activities to do with friends later in the day using an appropriate future time frame.

What candidates needed to improve

- On **Task 2** some candidates needed to refine their pronunciation of *minutes* as some pronounced this as *minuits* which introduced ambiguity of message.
- On the first part of **Task 3** candidates sometimes misunderstood *où* and thought they were being asked with whom they ate rather than where.
- Some candidates also needed to recognise that if they used a verb on **Tasks 3** and **5** it needed to be in an appropriate future time frame.
- Some candidates could not maintain the correct past time frame on the first part of **Task 4**. They also need to learn that *il y a* to express 'ago' is an important time expression.

Card 5

What candidates did well

- Nearly all candidates were able to name a specific day on **Task 1**.
- The cue on **Task 2**, *On y va comment ?* was well recognised and most gave an appropriate form of transport.



- Most candidates could give a straightforward reason on **Task 3** for liking going to the circus such as *c'est amusant* or referring to acrobats, clowns or animals.
- On the second part of **Task 2** most candidates were able to respond concisely and gave answers such as *deux heures*.
- Most candidates suggested suitable items of food and drink on **Task 5**.

What candidates needed to improve

- Many candidates needed to pay close attention to the pronunciation of *cirque*.
- On **Task 3** some candidates tried to develop what was already an acceptable straightforward answer and then tried to add more details which introduced inaccuracies and ambiguity.
- On the first part of **Task 4** some candidates did not answer in a correct past time frame if they chose to use a verb. A concise past time phrase used alone such as *la semaine dernière* would have addressed the task adequately and clearly.
- On the second part of **Task 4** some answers did not clearly state how long the performance lasted.
- On **Task 5** some candidates gave inaccurate forms of *manger* and did not realise that a future time frame was needed.

Card 6

What candidates did well

- Nearly all candidates were able to identify clearly who the present was for on **Task 1**.
- On **Task 2** many candidates were able to state an amount of money clearly.
- On **Task 3** many candidates understood *bonbons* on the second part of the task and most chose chocolate or sugary sweets.
- On **Task 5** many answers expressed suitable other items they were going to buy as presents.

What candidates needed to improve

- On **Task 2** some candidates needed to mention and pronounce the currency correctly as well as giving a number.
- Also on **Task 2**, some responses displayed a confusion between *penser* and *dépenser*.
- On the first part of **Task 3**, candidates generally needed to realise that *taille* can be used in contexts other than clothing size.
- On **Task 4** many candidates, if using a verb, needed to maintain the correct past time frame and respond using *j'ai préféré*.

Card 7

What candidates did well

- Nearly all candidates were able to give their name clearly on **Task 1**.
- On **Task 2** many candidates could state their nationality.
- Many candidates understood **Task 3** well and there were some varied reasons to explain how they had hurt their leg such as *je suis tombé de mon vélo* and *je jouais au foot*.
- Most candidates were able to understand that **Task 4** required a reference to a future time expression such as *la semaine prochaine* or could give an appropriate day such as *mardi prochain*.
- On **Task 5** most candidates could identify what they liked about the area and give valid reasons such as *c'est très beau*, *c'est joli* or *les monuments sont magnifiques*.

What candidates needed to improve

- On **Task 2** some candidates needed to give a correctly pronounced nationality instead of a country.
- On **Task 3** some candidates tried to use the reflexive verb and did not conjugate this accurately. Reflexive verbs in the first person need to be practised in different time frames.
- On the second part of **Task 4** most candidates who chose to use a verb needed to be more familiar with how to use *vous pouvez me contacter*. Here, concise answers such as *par téléphone* avoided the need to use a verb and were appropriate in the context.
- Some needed to maintain the present tense time frame heard in the cue for **Task 5**.

Card 8

What candidates did well

- Nearly all candidates were able to name days of the week clearly on **Task 1**.
- On **Task 2** many candidates could give locations accurately.



- Candidates listened carefully to the either/or option and many could identify whether they preferred playing or listening to music on **Task 4**.
- Most understood that **Task 5** required an indication of which activities they would be doing during the holiday and a range of leisure activities were given.

What candidates needed to improve

- On **Task 3** many candidates needed to maintain the past time frame in both parts of the task.
- On **Task 4** some did not give a reason for their preference.
- Some candidates did not use an appropriate time frame on **Task 5** and responded in past or present time frames.
- Many candidates would benefit from practising the use of *on va* + an infinitive to express a variety of leisure activities.

Card 9

What candidates did well

- Most candidates were able to give an appropriate time on **Task 1**.
- On **Task 2** many candidates could give clear details about clothing.
- On **Task 3** many candidates gave a variety of details about how they had prepared for the celebration such as *j'ai décoré la maison*, *j'ai acheté de la nourriture*, and *j'ai fait un gâteau*.
- On **Task 5** most candidates understood the task well and gave activities such as eating, dancing, and playing games for a celebration at home or in a restaurant.

What candidates needed to improve

- On **Task 4** some candidates needed to use a correct future time frame.
- Many candidates would benefit from practising the use of *on va* + an infinitive to express a variety of activities in a party and festival context.
- On **Task 5** some candidates needed to transform the *chez toi* (heard in the question) to *chez moi*.

Topic Conversations

Topic 1: *moi, ma famille et mes amis*

What candidates did well

- Most candidates expressed their age clearly on **Question 1**.
- On **Question 2** most candidates gave appropriate adjectives to describe their hair.
- On **Question 3** many candidates understood the time frame used and related past activities well giving their feelings about them.
- On **Question 4** many candidates could give reasons such as *il/elle est gentil(le)* for their choice of friend.

What candidates needed to improve

- On **Question 1** some candidates needed to use the verb *avoir* instead of *être* when expressing age and avoid confusion between *quinze* and *cinq*.
- On **Question 2** many candidates needed to use the plural verb rather than the singular form of the verb *être* to describe hair.
- On **Question 5** some candidates needed to link answers to *chez toi* to keep answers focused and relevant to the set task.
- On **Question 5** many candidates needed to recognise *feras* and respond in a future time frame.

Topic 2: *les vêtements et la mode*

What candidates did well

- Most candidates knew colours well on **Question 1**.
- On **Question 2** most candidates could say where they bought clothes.
- On **Question 3** some candidates could give detailed answers in the imperfect tense such as *je portais des vêtements colorés*.
- **Question 4** was generally well understood with many candidates able to develop answers and give details about their preference for wearing school uniform. Such answers included *c'est pratique*, *c'est confortable* and *il y a moins de discrimination*.



What candidates needed to improve

- On **Question 2** some candidates said who bought their clothes rather than where and did not recognise *où*.
- Many candidates did not recognise the use of *s'habiller* as a synonym of *porter* on **Question 3**.
- On **Question 5** some candidates needed to recognise that a future time frame was needed here.

Topic 3: les voyages et le transport

What candidates did well

- Most candidates responded well to **Question 1**.
- On **Question 2** most candidates responded well and could say how far they lived from an airport.
- On **Question 3** most candidates were able to say how they used to travel in the past and how they travelled now supported with a reason such as *c'est confortable*.
- Many candidates developed **Question 4** fully giving the advantages of taking public transport such as *c'est moins cher, c'est mieux pour la planète car ça pollue moins* and could make links to environmental issues.
- On the second part of **Question 4** some candidates showed a good range of vocabulary and could cite the disadvantages of public transport such as *les transports publics sont sales et bondés*.
- Many candidates understood **Question 5** well and they gave good details of the next trip they would like to take.

What candidates needed to improve

- On **Question 2** many candidates needed to pronounce *aéroport* and *kilomètres* more carefully.
- On **Question 3** some candidates needed to note the two different time frames in different parts of the question as some confused them.
- On the second part of **Question 3** many candidates needed to distinguish between *inconvenient* and the English word 'convenient'.
- Some candidates needed to maintain future time frames more consistently on **Question 5**.

Topic 4: les courses

What candidates did well

- Most candidates responded well to **Question 1**.
- *Quand* was well understood by most candidates on **Question 2**.
- Many candidates could develop their answers well in a past time frame on **Question 3**.
- On **Question 4** some candidates gave convincing reasons for shopping online and developed their answers.
- Many candidates answered **Question 5** well and were able to name presents they would buy in a future time frame and then develop the reason why.

What candidates needed to improve

- Many candidates needed to distinguish between the pronunciation of *courses* and *cours* across this topic.
- All candidates need to be aware that the final syllable of *courses* should be pronounced clearly for clarity of message.
- On **Question 2** some candidates answered irrelevantly and said where they shopped or described what they bought rather than when.
- On **Question 3** some candidates needed to maintain past time frames in their accounts as they sometimes used a present time frame for verbs.
- On **Question 4** some candidates needed to distinguish between *les gens* and *les jeunes*.

Topic 5: les pays et le climat

What candidates did well

- Many candidates responded clearly to **Question 1**.
- On **Question 2** many candidates could say how many seasons there were and often went on to name them. Some could also refer to *la mousson*.
- Some candidates provided simple explanations using comparisons to give simple explanations of how the climate is changing on the first part of **Question 3**.
- Many candidates could name a cause of climate change such as *la pollution* on **Question 3**.



- On **Question 4** many candidates could express their desire to live in a *francophone* country and develop their reasons why.
- On **Question 5** many candidates were able to describe a recent visit to a region in India or other countries and showed a good range of relevant vocabulary and structures.

What candidates needed to improve

- Some candidates needed to be familiar with *il pleut* and the use of *il fait* to describe weather on **Question 1**.
- On **Question 2** some needed to pronounce *l'été* with greater care.
- On **Question 3** many needed to distinguish between climate change and weather better as many described general weather conditions rather than how the climate is changing.
- On **Question 4** some answers needed to be more fully focused on *vivre* and living in a francophone country rather than going on holiday there.
- On the second part of **Question 5** some candidates could not use the perfect of the verb *apprécier*.

Topic 6: l'éducation

What candidates did well

- Many candidates responded clearly to **Question 2** saying how many languages they studied and were then able to list them.
- On **Question 3** many candidates could describe which activities they had enjoyed in class last year and developed this clearly.
- On **Question 4** some candidates were able to suggest imaginative ideas concerning technology and futuristic classrooms using future time frames.
- On **Question 5** many candidates expressed a preference for studying at school rather than online at home and backed this up with reasons such as interacting with friends and teachers.

What candidates needed to improve

- On **Question 1** many candidates needed to state their class level more clearly.
- On **Question 3** some candidates needed to use past time frames consistently to recount their past activities in class.
- Many candidates needed to pronounce *cours* correctly to avoid ambiguity on **Questions 3** and **5**.
- On **Question 3** some candidates needed to focus their answers more carefully on what they had done in class last year rather than outside the classroom.
- On **Question 4** some candidates needed to use future time frames to develop their ideas more.
- Some candidates needed to listen to the whole of **Question 5** carefully and focus their responses on learning as they talked too generally about using the internet.

Topic 7: les coutumes et les fêtes

What candidates did well

- Most candidates completed **Question 1** clearly, often citing the festival of Holi.
- Many candidates could say where they celebrated their birthday **Question 2**.
- On **Question 3** some candidates used past time frames consistently to describe being present at a traditional festival with a good range of relevant vocabulary.
- Nearly all candidates could express a preference on **Question 4** and some then went on to develop reasons linked to enjoying time together.
- **Question 5** was well understood and many could describe a birthday party they would like to organise.

What candidates needed to improve

- On **Question 2** some candidates needed to avoid confusing *où* with 'who'.
- On **Question 3** many candidates needed to understand *assisté* as attending an event rather than helping at an event.
- On **Question 3** many candidates needed to try to maintain the consistency of linking their ideas in past time frames.
- On **Question 5** some candidates needed to be more familiar with the use of *je voudrais* + infinitive to be able to express what they would like to do in the future.



FRENCH

Paper 0520/42 Writing
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Key messages

What candidates did well

- In answer to **Question 2**, candidates responded briefly giving straightforward, factual information and expressing opinions using simple linkage.
- Candidates responded fully and accurately to **Questions 3(a)** and **3(b)**. They produced a coherent narrative in which points were developed using more complex structures.

What candidates needed to improve

- Some candidates wrote at length using complex language in answers to **Question 2**.
- Some candidates made unnecessary errors when using vocabulary provided in the rubrics, particularly *un professeur*.
- Some candidates wished to use the French word for to meet, *rencontrer*. Candidates can improve by checking their spelling carefully as errors sometimes made the intended meaning of their statements unclear.
- Candidates should plan answers carefully. Questions are sufficiently open ended to allow for a variety of approaches. Candidates should aim to use what they know rather than attempting to convey complex ideas requiring vocabulary and structures which are outside their working language.

Comments on specific questions

Question 1

Comprehensive responses

- Most candidates gave suitable suggestions for clothes, colour, delivery date, event and quality.

Limited responses

- Some candidates chose words which they could not spell sufficiently accurately to be convincing, notably *chemise*, *juillet*.
- Some candidates produced answers of more than one word which were compromised by error.

Question 2

Comprehensive responses

- Some candidates stated their preferred subjects, gave a reason for their choice, identified the qualities of a good teacher, for example *un bon professeur est patient, il aide les étudiants*, described aspects of their timetable: *les cours commencent à huit heures, il y a une pause à midi* and stated what new subject they would study.
- Most candidates linked their ideas using simple structures such as *car*, *et*, *mais*, *parce que*, which are quite sufficient at this level.

Limited responses

- Some candidates were uncertain about the spelling of subjects, offering for example *l'Allemagne*, *la biologique*, *la française*.
- Some candidates used plural nouns with singular verbs, as in *mes matières préférées est...*
- Some candidates described the qualities of one of their teachers rather than focusing on the qualities of good teachers in general.
- Many candidates did not understand *emploi du temps*.
- Some candidates used the non-existent verb *étuder*.



- Some candidates did not use the required conditional tense when answering the final task.

Question 3

(a) Comprehensive responses

- Some candidates produced a coherent account of the evening they organised. They gave various reasons for organising the event, for example *pour mon anniversaire, pour rencontrer les voisins*. They described how guests spent the evening: *les invités ont mangé, ils ont dansé, on a regardé les feux d'artifice*. Some candidates mentioned a particular episode as their best memory, for example *quand on a fait des photos*, others referred to a gift they received, which was equally acceptable. Candidates variously described reactions, *les invités étaient heureux, les gens se sont amusés*. Some candidates indicated clearly in the conditional tense what they would next organise, for example *je voudrais organiser une soirée à la plage*.

Limited responses

- Many candidates produced accounts in which the sequence of events was unclear because of faulty verb forms.
- Some candidates in answer to Task 2, described what was available at the party rather than what people did, for example *il y avait de la musique*.
- Some candidates wrote about guests' reaction to receiving an invitation rather than to the party itself.
- Many candidates chose to answer Task 5 in either the present tense or the future tense.

(b) Comprehensive responses

- Candidates described their journey and the problem that they encountered, often adding interesting details. They explained their reaction in various ways: *j'étais déçu, j'avais peur, j'ai téléphoné à mon père*, before going on to identify the advantages of travel: *les voyages me permettent de me détendre et d'oublier le stress*, ending with a conditional verb to convey another journey which they would like to make.
- Some candidates consistently used a variety of sentence patterns using complex structures. For example, *tout d'abord, notre vol était en retard à cause du mauvais temps... , le policier m'a dit qu'il pouvait m'aider... , il faut avouer que j'étais triste car j'avais envie de voir les attractions touristiques... , voyager vous permet de découvrir de nouvelles cultures tout en rencontrant d'autres personnes*.

Limited responses

- Many candidates, as with **Question 3(a)**, needed to show greater control of tenses or verb forms to convey their ideas.
- Some candidates mentioned that their plane was late. They commonly used *l'avion était tard* rather than *l'avion était en retard*. Others, referring to a break down, wrote *l'avion était en pain* rather than *en panne*.
- Some candidates misinterpreted Task 3. They did not recognise that the verb *réagir* is connected to the noun *la réaction*.
- Some candidates referred to the specific advantages of the journey they had previously described and not to the general benefits of travel.
- In response to the final task, some candidates used a present or future tense. Others attempting a conditional tense wrote *je voudrais visiter le Japon, je voudriez aller au Canada*.

