FRENCH

Paper 0520/11
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The November 2023 Listening paper consisted of 37 multiple-choice questions. Candidates overall performed in a satisfactory way and most attempted all questions. Candidates should take care when they transfer their answers onto the answer sheet and shade **one** letter only for **Questions 1** to **34,** and **two** letters for **Questions 35** to **37**.

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The French extracts heard by candidates gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts. The paper differentiated well.

Comments on specific questions

Questions 1–8

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

Most candidates answered **Questions 1** and **3** well. For **Question 2**, three quarters of the candidates were familiar with *faire chaud*; option **B** was the most common error. For **Question 4**, many candidates understood *soirée disco*. **Question 5** was also attempted well. There was no pattern in the incorrect answers for those questions. For **Question 6**, nearly three quarters of the cohort understood *jus de pomme*; **C** was the most common error. An equal number of candidates recognised *boulangerie* and answered **Question 7** correctly; option **A** was the most frequent incorrect answer. For **Question 8**, many candidates understood *tasses* and correctly chose **A**.

Questions 9–14

Here candidates heard a longer extract which featured information about a hotel in Brussels. Overall, candidates performed very well in this exercise.

For **Question 9**, many candidates were familiar with *station de métro.* Most of those who answered incorrectly chose **C**. Most candidates answered **Questions 10** and **11** successfully. For **Question 12**, many candidates understood *biscuits*. There was no pattern in the incorrect answers. **Question 13** was attempted well; those who answered incorrectly often chose **A**. For **Question 14**, many candidates correctly chose **C**; option **D** was the most frequent incorrect answer.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about theme parks. Overall, candidates performed well in this exercise.

Question 15 was attempted well and many candidates successfully matched *me font toujours rire* with statement **F**. For **Question 16**, over three quarters of the cohort understood *pour les grands comme pour les petits* and successfully chose statement **A**. For **Question 17**, over half the candidates understood *déçu* and the reference to the past and correctly selected **D**. For **Question 18**, nearly a third of candidates successfully chose statement **C**; the most frequent incorrect answer was **B**, followed by **D**. For **Question 19**, nearly two thirds of the cohort successfully chose statement **E**. The most common errors were **B** and **D**.

Questions 20–28

In this exercise, candidates heard an interview with Moncef, who talked about his life and school in Tunis. The exercise represented a step up in the incline of difficulty of the test.

Many candidates answered **Question 20** successfully and chose **C**; most of those who answered incorrectly heard *centre-ville* and chose distractor **B**. For **Question 21**, nearly half the cohort understood *où on répare tout* and successfully selected **A**; most heard *appareils électriques* and incorrectly chose distractor **B**. For **Question 22**, almost half the cohort successfully matched *se dépêcher* with *se presser* and selected the correct answer **B**. Distractor **A** was the most frequent error. **Question 23** was attempted well and many candidates correctly selected **C**; distractor **A** was the most frequent incorrect answer. For **Question 24**, just under half the cohort understood *comme moi* and successfully linked the answer to **A**. Most of those who answered incorrectly chose distractor **B**: candidates needed to listen carefully as *sandwich* referred to what some students have for lunch, not Moncef.

For **Question 25**, more than half the candidates correctly matched *je suis un élève sérieux* with **A**; most of the candidates who answered incorrectly chose distractor **B**, which described a friend of Moncef's. Half the cohort successfully answered **Question 26**; distractor **B** was the most frequent error. Candidates needed to listen carefully as Moncef explained that he was allowed to surf the net once he had finished his schoolwork,

which came first at 16h00. For **Question 27**, over half the candidates successfully chose **A**. Most of those who answered incorrectly heard *dîner* and chose distractor **B**. Over half the cohort also answered **Question 28** correctly and selected **C**, whilst most of those who answered incorrectly selected distractor **B**. Candidates needed to listen to the whole sentence as *je ne suis pas sûr* ruled out **B**.

Questions 29–34

In this extract, candidates heard an interview with Félicia about Parkour, an extreme sport. This was an appropriately demanding exercise at this stage of the paper.

Many candidates answered **Question 29** correctly and chose **B**. Nearly two thirds of the candidates answered **Question 30** successfully; most of those who answered incorrectly heard *2020* and chose distractor **A**. Candidates needed to listen carefully as this was when Félicia's friends started practising the sport. For **Question 31**, candidates needed to focus on what Félicia enjoys **the most** and over two thirds successfully chose **C**; distractors **B** and **D** were the most frequent errors. Many candidates answered **Question 32** well. For **Question 33**, nearly three quarters of the candidates successfully chose **C**. Those who answered incorrectly chose distractors **A** and **B** in equal numbers. **Question 34** was challenging. Under half the candidates successfully selected **A**, with distractor **C** the most frequent incorrect answer.

Questions 35–37

In this exercise, candidates heard an interview with Nathan, a young man from Québec who works in Mexico. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five. This was an appropriately demanding and challenging exercise at this stage of the paper.

For **Question 35**, nearly half the candidates successfully chose **A** and over three quarters successfully selected **D**. Nearly a quarter incorrectly chose distractor **B**: candidates needed to listen carefully to the tenses as Nathan explained that his parents had already visited him. As many incorrectly chose distractor **C**, although *confiance* referred to Nathan lacking self-confidence. For **Question 36**, over a third of the candidates correctly chose **B** and over half successfully selected **E**. Over half the cohort missed *presque* and incorrectly chose distractor **A**. For **Question 37**, nearly two thirds of the cohort successfully chose **B** and over a third successfully chose **C**. Nearly a third of the candidates incorrectly chose distractor **E**: they needed to listen carefully as *connaître d'autres pays* referred to Nathan's father. A quarter of the candidates incorrectly chose distractor **D**: candidates needed to listen to the whole sentence as travelling was negated by *il n'a pas eu l'occasion.*

FRENCH

Paper 0520/12
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The November 2023 Listening paper consisted of 37 multiple-choice questions. Candidates overall performed in a satisfactory way and most attempted all questions. Candidates should take care when they transfer their answers onto the answer sheet and shade **one** letter only for **Questions 1** to **34,** and **two** letters for **Questions 35** to **37**.

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The French extracts heard by candidates gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts. The paper differentiated well.

Comments on specific questions

Questions 1–8

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

Most candidates answered **Question 1** well. For **Question 2**, two thirds of the candidates were familiar with *patinoire;* option **C** was the most common incorrect answer. **Questions 3** and **5** were attempted well. For **Question 4**, many candidates understood *boucles d'oreilles*. There was no clear pattern in the incorrect answers for those questions. For **Question 6**, two thirds of the cohort understood *sous le lit*; **C** and **D** were the most common errors. Two thirds of the candidates recognised *météo* and answered **Question 7** correctly, whilst nearly a quarter incorrectly chose option **D**. For **Question 8**, nearly two thirds of the candidates understood *le port* and correctly chose **B**; option **A** was the most frequent incorrect answer, followed by **D**.

Questions 9–14

Here candidates heard a longer extract which featured information about a language school in Montpellier. Overall, candidates performed well in this exercise.

Many candidates identified the number in **Question 9** and *ordinateur* in **Question 10**. There was no clear pattern of incorrect answers for these two questions. Many candidates also answered **Question 11** correctly, and the most frequent incorrect answer was **B**. Most candidates recognised *cuisine* in **Question 12**. For **Question 13**, nearly two thirds of the candidates understood *pâtes* and chose **B**; a fifth incorrectly selected option **C**. For **Question 14**, over half the cohort correctly chose **D** with option **A** the most common error: candidates perhaps assumed that the question focused on what the young people were doing, rather than what they were not allowed to do.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about restaurants. Overall, candidates performed well in this exercise.

For **Question 15**, three quarters of the candidates understood the reference to the past and correctly selected statement **C**. For **Question 16**, two thirds of the cohort successfully matched *assiettes trop pleines* with statement **A**; some candidates heard *trop* and incorrectly chose statement **E**. For **Question 17**, nearly two thirds of the candidates answered correctly, and selected **E**. **Question 18** was attempted well with over three quarters of the candidates selecting option **F**. For **Question 19**, nearly three quarters of the cohort successfully chose statement **B**. There was no clear pattern in the incorrect answers for this exercise.

Questions 20–28

In this exercise, candidates heard an interview with Xavier who talked about his school exchange in another province of Canada. The exercise represented a step up in the incline of difficulty of the test.

Over a third of the candidates answered **Question 20** successfully and chose **C**; most of those who answered incorrectly heard *frère* and chose distractor **A**. **Question 21** was the most demanding. Under a quarter of the cohort understood *rigolo* and successfully selected **C**; most candidates heard *organisé*, which referred to the exchange rather than Xavier's pen pal, and incorrectly chose distractor **B**. **Question 22** was well attempted with over half the cohort selecting the correct answer **A**. Distractor **B** was the most frequent error. For **Question 23**, under half the candidates understood the comparisons between the two lifestyles and correctly selected **B**; more than half the candidates chose distractor **A**, which said the opposite. Just under half the cohort answered **Question 24** successfully and matched *épuisé* with *journées fatigantes*. Most of those who answered incorrectly chose distractor **A**. Candidates needed to listen carefully as Xavier said that he found it hard to follow the teachers' explanations when they spoke too fast.

Nearly three quarters of candidates answered **Question 25** correctly. Most of the candidates who answered incorrectly heard *jeux* and chose distractor **A**, which referred to Thomas' little sister, not Thomas. Many candidates successfully answered **Question 26**; distractor **B** was the most frequent error. For **Question 27**, over half the candidates successfully chose **A**. Distractor **B** was the most frequent error: candidates needed to listen carefully as the nursery school children were going to decorate the Christmas tree, not Xavier and his classmates. For **Question 28**, under a third of the cohort selected the correct option **A**, whilst most of those who answered incorrectly selected distractor **B**. Candidates needed to listen carefully to the negatives in *même si je n'ai pas l'intention de vivre à l'étranger*.

Questions 29–34

In this extract, candidates heard an interview with Yolande who is training to become a firefighter. This was an appropriately demanding exercise at this stage of the paper.

For **Question 29**, nearly two thirds of the candidates chose the correct answer **B**; distractor **C** was the most common incorrect answer. Half the cohort answered **Question 30** successfully; some candidates heard *éteindre les incendies* and incorrectly chose distractor **C**, whilst others heard *centre* and incorrectly chose distractor **B**. For **Question 31**, nearly two thirds of the candidates successfully chose **B**; distractor **C** was the most frequent error. For **Question 32**, just under a quarter of the candidates understood *j'ai pu venir à l'aide d'un jeune de mon quartier* and selected **B**. Those who answered incorrectly chose distractors **A** and **C**. **Question 33** was challenging and under a third of the candidates chose **A**. Many candidates heard *famille,* which described the youngsters and staff at the centre rather than Yolande's family, and incorrectly chose distractor **B**. Over a quarter incorrectly chose distractor **C**: candidates needed to listen to the end of the sentence as Yolande explained that sport was not the most important aspect for her. **Question 34** was attempted well and many candidates successfully matched *j'ai appris la discipline* with **C**.

Questions 35–37

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

For **Question 35**, over half the candidates successfully chose **A** and under a quarter successfully selected **C**. Nearly half the cohort incorrectly chose distractor **D**. Candidates needed to listen carefully as Romain explained that he learnt different types of yoga in India, which negated *une pratique unique monde*. **Question 36** was the most challenging. Under a quarter of candidates correctly chose **B** and under half successfully selected **E**. For nearly half the candidates **C** proved a strong distractor: they needed to listen carefully to understand the various clues and negatives in *je ne conduis pas non plus, même pas une voiture électrique*. **Question 37** was attempted well with nearly half the cohort successfully selecting **B** and **D**. Nearly a quarter of the candidates heard *salle de yoga* and chose distractor **A,** although Romain went on to explain that he had one built. Statement **E** also proved a strong distractor for over a third of the candidates: they needed to listen closely to understand that Romain was doing yoga alone, *tout seul,* in the park.

FRENCH

Paper 0520/13
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The November 2023 Listening paper consisted of 37 multiple-choice questions. Candidates overall performed well 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**.

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Comments on specific questions

Questions 1–8

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

Most candidates answered **Questions 1**, **2** and **6** successfully. In **Question 3**, many candidates were familiar with *appareil-photo*; option **D** (*porte-monnaie*) was the most frequent incorrect answer. In **Question 4**, many candidates understood *cravate*; those who answered incorrectly chose options **A** and **C** in equal numbers. For **Question 5**, many candidates recognised *fourchette*; options **A** and **B** were the most frequent incorrect answers. In **Question 7**, some candidates did not understand *hôtel de ville* or perhaps did not notice the French flag on the picture; those who answered incorrectly mostly chose option **D**. For **Question 8**, many candidates recognised *selfie*; option **B** was the most common incorrect answer.

Questions 9–14

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

All or nearly all the candidates answered **Questions 9**, **11** and **12** successfully. For **Question 10**, many candidates understood *marionnettes*. Most of those who answered incorrectly chose option **B**. For **Question 13**, some candidates did not recognise *château*; there was no pattern in the incorrect answers. For **Question 14**, many candidates were familiar with *nuages*; options **D** and **A** were the most frequent incorrect answers.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about clubs at the local leisure centre. Overall, candidates performed well in this exercise.

Question 15 was attempted well. For **Question 16**, over three quarters of the cohort successfully matched *pas libre* with *occupé ce jour-là* and chose answer **A**. There was no clear pattern in the incorrect answers for the first two questions. A higher number of candidates answered **Question 17** successfully and identified the reference to the past tense; those who answered incorrectly often chose statements **A** and **C**. **Question 18** was also attempted well. There was no significant pattern in the incorrect answers. For **Question 19**, many candidates matched *tournois avec d'autres clubs de la région* with *compétitions régionales* and chose the correct answer **D**.

Questions 20–28

In this exercise, candidates heard an interview with Yasmina who talked about her work as an au pair. The exercise represented a step up in the incline of difficulty of the test.

For **Question 20**, many candidates correctly chose option **C**. Distractor **A**, the country where her penfriend lives, was the most frequent error. For **Question 21**, only a third of the candidates understood *à la fac* and successfully chose **A**; a quarter of the candidates incorrectly chose option **B** whilst the others selected distractor **C**. **Question 22** was attempted well with over three quarters of the candidates correctly choosing option **B**; most of the others chose distractor **A**, which referred to the father. For **Question 23**, nearly three quarters of the candidates correctly matched *disaient toujours 'merci' et 's'il te plait'* with *polis* and chose **C**; those who answered incorrectly mostly chose distractor **A**, which referred to Yasmine, not the children. In **Question 24**, candidates needed to listen carefully to the time phrases. Just over three quarters of the candidates successfully matched *quelquefois je devais passer l'aspirateur* with **B**; distractor **C** was the most frequent incorrect answer, a task that she performed every morning.

Two thirds of the candidates answered **Question 25** successfully. They needed to listen carefully to the tenses to identify what Yasmina did in her spare time in Scotland. Although *il n'y avait pas d'équipe là-bas* provided another clue, nearly a third of the candidates incorrectly chose distractor **B**. For **Question 26**, nearly two thirds of the cohort correctly selected **B**. Here candidates needed to focus on what she liked the most (*ce que Yasmina a apprécié le plus*); those who answered incorrectly nearly all chose distractor **A**. **Question 27** was attempted well and many candidates successfully chose **A**. There was no pattern in the incorrect answers. For **Question 28**, over three quarters of the candidates successfully chose **B**. All the candidates who answered incorrectly chose distractor **C**, a career that Yasmina had considered but then dismissed in favour of something that would provide her with travel opportunities.

Questions 29–34

In this exercise, candidates heard an interview with Timéo, who talked about his mobile restaurant, *Le Régalbus*. This was an appropriately demanding exercise at this stage of the paper.

Question 29 was attempted well, and many candidates correctly chose **B**. Those who answered incorrectly often misunderstood the number and chose distractor **A**. For **Question 30**, almost two thirds of the candidates understood that the idea of a mobile restaurant came from Laurent, a friend of Timéo's, and chose **A**. Nearly a quarter chose distractor **D**, which referred to the country Laurent visited, not Timéo; the others chose distractor **B**. For **Question 31**, nearly three quarters of the candidates successfully chose **D**. The most frequent error was **C**, although there was no reference to staff in that section; distractors **A** and **B** were selected in equal numbers. For **Question 32**, over half the cohort successfully matched *des repas qui ne sont pas très chers* with *les prix sont raisonnables* and chose **C**. Over a third of the candidates heard *original* and incorrectly chose distractor **A**. For **Question 33**, nearly three quarters of the candidates understood that *c'est lui qui m'a donné envie de faire ce métier* referred to a famous chef and chose **A**. Distractor **B** was the most frequent incorrect answer despite Timéo stating that his mother did not like cooking much. For **Question 34**, candidates needed to listen carefully to the various tenses. Over two thirds of the cohort successfully chose **A**; those who answered incorrectly either selected distractor **D**, something that Timéo used to do, or distractor **C**, something that he would like to do one day.

Questions 35–37

In this exercise, candidates heard an interview with Alexandra, who talked about her latest travels on her bicycle. For each question, candidates had to identify **two** correct statements from a choice of five. This was an appropriately demanding and challenging exercise at this stage of the paper.

For **Question 35**, just under half the candidates successfully selected **D** and over half correctly chose **E**. Nearly a third incorrectly chose distractor **B**: candidates needed to listen to the whole sentence as Alexandra explained that she ended up spending a whole year there. For **Question 36**, just over three quarters of the cohort successfully chose **A** and half correctly selected **C**. A quarter of the candidates heard *animaux sauvages* and incorrectly chose distractor **E**. They needed to listen carefully as Alexandra mentioned the presence of wild animals in the wild (a potential danger at night that she avoided by sleeping in villages), not on the roads. Statement **B** also proved a strong distractor. For **Question 37**, over half the cohort successfully selected **B** and half correctly chose **D**. Those who answered incorrectly often chose distractor **E**. Candidates needed to consider the verbs carefully as Alexandra explained that the night in the desert was the most memorable part of her journey, whereas statement **E** implied that it was something that she would have loved to do but did not.

FRENCH

Paper 0520/21
Reading 21

Key messages

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

- select carefully the 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. There were few instances of candidates leaving more than a couple of questions blank.

Comments on specific questions

Question 1

Candidates performed well on this question, but *orage* in **1(c)** was not well known.

Question 2

Many candidates scored full marks. For **2(c)**, option **H** was often incorrectly chosen, and a few candidates did not recognise *viande/boucher* in **2(e)**.

Question 3

Most candidates found this question to be accessible, but for **3(d)** candidates often incorrectly chose option **A**. For **3(e)**, candidates often confused the meaning of *physique* in the text. Candidates often answered **3(g)** incorrectly, but there was no pattern of wrong answers.

Question 4

For this exercise, candidates were required to read a more extended text in which Laure wrote about her brother and his wife having a first baby. The text was mostly straightforward, and the vocabulary covered familiar topics. Overall, candidates performed well on this exercise.

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

Most candidates answered **4(a)** to **4(e)** well. For **4(f)**, some candidates had difficulty manipulating *mon* to *son* when referring to Laure's brother. For **4(g)**, some candidates wrote too much and invalidated their otherwise correct answer with material that was not relevant. For **4(i)**, candidates often kept *donc* from the original text which did not answer the question asked. Some candidates did not use a subject with conjugated verbs.

Question 5

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

Each person's statement gave quite specific requirements for what they were looking for, such as location, mobility, suitability for children and specific interests. It is important for candidates to note that these details excluded all answers except the correct one. Candidates need to ensure they consider all the information given as this is not a gist comprehension question and a global understanding of the texts will not be sufficient.

For **5(c)**, description **2** was often incorrectly chosen but Claire wanted a guided tour of monuments rather than driving by them in a coach, stopping only to take photos. Many candidates chose description **5** for **5(d)**, but Jean wanted a 3–4 hour visit rather than a 5–6 hour one.

Question 6

This final exercise about Ludovic, who goes on a work experience at an optician's, was intended to be the most challenging part of the paper. About half the questions could be answered with a careful lift from the text, the others needed a small manipulation of the text. Very few candidates achieved full marks, and the questions seem to have discriminated appropriately. Some candidates left several answers blank.

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

For **6(a)**, candidates generally wrote too much and invalidated their answers. For **6(b)**, **6(c)**, **6(d)** and **6(h)**, some candidates lifted the wrong part of the text. For **6(e)**, candidates sometimes omitted the *lui* in their answer, meaning that it was not clear that the receptionist was offering the coffee to Ludovic. There was often a lack of precision in both answers to **6(f)** and candidates could not gain the marks. Responses to **6(g)** did not always answer the question asked and, for **6(i)**, the tense used was sometimes inappropriate.

FRENCH

Paper 0520/22
Reading 22

Key messages

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

- consider carefully which tense is required if a verb is needed (or supplied) in an answer
- ensure that their response answers the question set
- remember that questions follow the order of the text.

General comments

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

Comments on specific questions

Question 1

Overall, candidates performed very well on this question. For **1(c)** and 1**(e)**, candidates often incorrectly chose **B**.

Question 2

For **2(b)**, option **A** was a common wrong answer, and for **2(d)** candidates often chose **H** instead of **A**.

Question 3

Most candidates found this question to be accessible. For **3(e)**, candidates often chose **A** instead of **B**, probably because the sentence contained the word *car* and they did not recognise *marcher* earlier in the phrase.

Question 4

For this exercise, candidates were required to read a more extended text in which Frédéric wrote about winning a competition. The text used largely familiar vocabulary. Overall, candidates performed well on this exercise.

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

Candidates answered **4(a)** and **4(b)** well but had difficulty manipulating *je me suis douché* to *il s'est douché* in **4(c)**, with many not realising that it is a reflexive verb. Missing out past participles was a common error across the paper. For **4(g)**, candidates often lifted too much from the text and invalidated their answer. Some candidates misunderstood **4(e)**, **4(h)** and **4(i)** as their answers lifted the wrong part of the text. For **4(k)**, some candidates recognised that the question was looking for a number but incorrectly gave *cinq étoiles* as their answer.

Question 5

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

Each person's statement gave quite specific requirements for what they were looking for, such as price, time of day and reason for needing to learn Italian. It is important for candidates to note that these details excluded all answers except the correct one. Candidates need to ensure they consider all the information given as this is not a gist comprehension question and a global understanding of the texts will not be sufficient.

Description **2** was a frequent incorrect answer for **5(b)**: as Lucille would be studying at work during the daytime, group lessons in the evening were not suitable, but some candidates probably saw the match with writing emails and did not look any further. For **5(d)**, description **3** was often chosen despite the teacher being only available during the week when the lessons were required on a Saturday morning.

Question 6

This final exercise about Céline was intended to be the most challenging part of the paper. About half the questions could be answered with a careful lift from the text, the others needed a small manipulation of the text. Very few candidates achieved full marks, and the questions seem to have discriminated appropriately. Only a few candidates left some of their answers blank.

Although verbs do not necessarily have to be correct to score a mark, the tense usually must be appropriate to the question. Candidates are reminded that the questions follow the order of the text, therefore early questions are unlikely to be answered by words from the final paragraph, and vice versa.

Candidates answered **6(a)** well and changed *ma* to *sa*. **6(b)** was also answered well. For **6(c)**, candidates sometimes lifted part of the text that was the answer to **6(f)**. For **6(d)**, some candidates misunderstood the question. Some candidates had difficulty answering **6(e)** with the reflexive verb. For **6(f)**, some candidates selected material from a different part of the text. Only the strongest candidates answered **6(h)** correctly by manipulating *m'a donné* to *lui a donné*. Others thought that they needed to write the name of the driving instructor. For **6(i)**, candidates usually lifted the wrong part of the text.

FRENCH

> **Paper 0520/23**
> **Reading 23**

Key messages

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

- read all questions and texts carefully
- write answers which are brief, relevant and accurate
- check that all questions have been answered.

General comments

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

Comments on specific questions

Question 1

Overall, candidates performed very well on this question.

Question 2

Overall, candidates performed very well on this question.

Question 3

Overall, candidates performed very well on this question.

Question 4

For this exercise, candidates were required to read a more extended text about Arnaud who decided to change his job. The text used largely familiar vocabulary. Overall, candidates performed well on this exercise.

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

Overall, candidates answered this question well. For **4(a)**, some candidates miscopied *mois*, which created another word in French (*moi*, *moins*), and could not gain the mark. For **4(b)**, some candidates did not understand *où* in the question and answered with *Il travaillait comme programmeur*, which did not answer the question. For **4(e)**, some candidates offered long and largely irrelevant answers, showing a misunderstanding of the question.

Question 5

In this question, candidates had to match a series of descriptions with statements from people looking for a film festival. Candidates had five people and eight descriptions to choose from. Candidates had to process a

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variety of information and match several requirements whilst eliminating responses that did not fit. The question is aimed at the higher grades, and candidates with a wide range of vocabulary and knowledge of synonyms performed well on this section.

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

Description **5** was a frequent incorrect answer for **5(a)**: the opening time did not match Hélène's requirements.

Question 6

This final exercise about Christelle's experience of voluntary work with older people was intended to be the most challenging part of the paper. About half the questions could be answered with a careful lift from the text, the others needed a small manipulation of the text. Very few candidates achieved full marks, and the questions seem to have discriminated appropriately. Only a few candidates left some of their answers blank.

Although verbs do not necessarily have to be correct to score a mark, the tense usually must be appropriate to the question. Candidates are reminded that the questions follow the order of the text, therefore early questions are unlikely to be answered by words from the final paragraph, and vice versa.

Overall, candidates answered this question well. For **6(d)**, **6(e)** and **6(f)**, some candidates lifted the wrong part of the text and others did not manipulate the text. For **6(h)**, some candidates omitted *proche* and invalidated their otherwise correct answer.

FRENCH

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**Paper 0520/03
Speaking 03**

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Key messages

- Centres had generally prepared candidates well for the Speaking test.
- Role plays were usually conducted well by examiners.
- In the topic conversations section, some centres need to make greater use of extension questions to elicit fuller answers from candidates. Sometimes, the topic conversations were too short, and candidates needed more opportunities to develop their answers.
- Most examiners understood the need to adhere **precisely** to the script in the Instructions for Teachers/examiners and not to rephrase any questions.
- Most examiners also understood the need to ask **no more than two further questions** of their own if timings were short on topic conversations.
- Centres are reminded to use the alternative questions provided in the topic conversations **only** if a candidate does not understand the first version (and repetition) of the question.
- The randomisation grid in the Instructions for Teachers/Examiners was usually followed correctly.
- Clerical work was usually very good in centres.
- The quality of recordings was generally very good, and centres were quick to upload their work.
- Sample sizes were nearly always correct and covered the full mark range.

General comments

Many examiners are now much more familiar with the format of the test and consequently more confident in their approach to its conduct. The Speaking test is intended to be a test of **spontaneous** communicative ability. A wide range of performance was evident across the candidature and examples of performance at all levels of ability were heard.

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

Role plays were generally conducted well. Centres are reminded that questions can be repeated once (but not rephrased) if the candidate does not answer a question or gives an ambiguous response. It is also important for examiners to read the role play tasks **exactly** as printed to ensure that they are not changing the nature and level of difficulty of the tasks. It is useful to note that the role plays are not timed so it is worth making sure that all candidates are given the opportunity to hear a question again should they not have heard or understood the first time.

The **Topic conversations** are timed. Each topic should last for 4 minutes. In some centres, the Topic conversations timings were not always correct. These were often too short, especially on the first of the two topics and, in some cases, too long. Some examiners needed to ask more extension questions (e.g. *Donne-moi plus de détails* or *Peux-tu me dire autre chose à ce sujet ?*) to give candidates the opportunity **to develop their answers** and go beyond brief or incomplete answers which did not communicate clearly. Candidates need to understand the wordings of these extension questions so that they know when they need to give more detail. **When asking extension questions, examiners should not provide their own rephrasing of the printed questions as this can change the nature of the set task**. Examiners must also not provide vocabulary or ideas to the candidate. In the conversations, *Décris* or *Parle-moi* are cues that

indicate open questions. When responding to such questions, candidates should try and put in as much detail as possible so that they can develop their answers and go beyond straightforward responses.

If a candidate does not understand **Question 3**, **4** or **5** in the topic conversations, the examiner should repeat this first set question. If the candidate still does not understand, the examiner must then go on to ask the **alternative question**. These alternative questions give candidates another opportunity to process and understand the set task. They make use of easier language to test the same points. Some examiners asked the alternative questions when the candidate had already answered the first question clearly or used the alternative questions as extension questions. This should be avoided as it can be very confusing for candidates. In centres where the alternative questions were asked correctly this was helpful to candidates and gave them the opportunity to answer relevantly if they had not understood the first question.

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

When there was a **PAUSE** indicated between two questions in the script, most examiners correctly gave candidates the time to answer the first question before asking the second one. If a task has two questions, the questions should not be read out together.

Before the tests, examiners need to have a clear idea of which questions they may use as their own **further questions** on each topic and make sure that further questions are not too closed in nature for more able candidates. Stronger candidates should have further questions which are a little more open and which give them the opportunity to say more than a very brief response. Please try to give different further questions to different candidates on the same topic.

Centres are reminded that if a topic conversation lasts 3½ minutes or less, even after asking extension questions, the examiner must ask **up to two further** questions of their choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes. If, after these two further questions the topic conversation still lasts 3½ minutes or less, the examiner must then stop the conversation.

Nearly all examiners remembered to introduce the topic area in French at the start of each topic conversation and used French to link the different sections of the test. Centres are reminded that the examiner (and not the candidate) should read out the candidate's name and number.

Clerical checks and sample size

In most centres, the clerical work had been completed very efficiently. It is essential that all clerical work is checked carefully to ensure that candidates receive the correct final mark. **The mark recorded on the centre WMS must match the mark uploaded to *Submit for Assessment*.** When marks have been internally moderated, it is the internally moderated mark that must be uploaded to *Submit for Assessment*. Centres generally made efficient use of the *Submit for Assessment* portal and were able to submit their samples correctly. Centres also generally understood the requirements of the sample size and samples were usually correct. Please ensure that work is uploaded as soon as possible after the test has taken place.

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

Comments on specific questions

Role plays

Examiners generally read the scenario as instructed. The nine role plays were accessible to candidates and set at an equal level of difficulty. They were all set in situations in which candidates could find themselves with a speaker of French and were transactional in nature. Contexts such as arranging outings with friends, buying food and drink, renting a surfboard, making a dental appointment, phoning a hotel, and eating out featured on the cards. Most candidates approached the role plays well and many scored good marks. The weakest candidates also showed that they could score marks for partial communication on some tasks.

The first two tasks on each card were of a very factual nature and gave candidates the opportunity to answer briefly. They did not require longer and more developed answers. Candidates mostly answered these two opening questions well. It was essential for candidates to be familiar with questioning formulations such as

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

On each card, the last three tasks were more challenging and gave candidates the opportunity to show that they could use past and future time frames correctly and give opinions and simple explanations. Candidates should remember that, on the role plays, brief answers can be awarded full marks provided they are correct and appropriate. Candidates should aim for concise answers that communicate their message clearly and without ambiguity. A useful technique for candidates to adopt in the 10-minute preparation time is to think very carefully about useful vocabulary and structures which could occur in their given role play scenario. Candidates should also think about the person with whom they are talking, the country in which the scenario takes place, and the role that they are playing.

Many candidates understood the key question *Pourquoi ?* and were usually able to give simple relevant reasons and opinions. In each role play, weaker candidates experienced some difficulty in answering in the time frame of the question and this made their responses ambiguous. Centres are reminded that answers in an inappropriate time frame should be awarded 1 and not 2 marks. Candidates also need to be aware that sometimes the form of register heard in questions is different according to the nature of the interaction and whether it is informal with a friend, or formal with a stranger when purchasing goods or obtaining services. On cards using the more formal *vous* form of address, candidates heard conjugations of verbs which they sometimes repeated inappropriately and did not conjugate the verb correctly in their answer, e.g. the question *Quel moyen de transport préférez-vous prendre dans votre pays ?* was sometimes answered as *je préférais/préférer* which led to some ambiguity of time frame and prevented a mark of 2 from being scored.

Card 1 was generally approached well by candidates. On **Task 1**, most candidates were able to say where the ice rink was, with stronger candidates able to say precisely where it was. **Task 2** was well done but some weaker candidates did not recognise *Combien ?* or were not able to add a currency. Any currency was acceptable. On **Task 3**, the question included *la dernière fois* as a past time frame marker. Weaker candidates did not always recognise this and could not respond in an appropriate time frame if one was used. Brief answers such as *la semaine dernière* were appropriate and could score 2 marks. On **Task 4**, most were able to use an appropriate adjective and say why they liked skating, with stronger candidates being able to give answers such as *Je trouve les sports de glisse palpitants*. The second part of the task was generally well done by most candidates. On **Task 5**, weaker candidates experienced some time frame issues, but many were able to give an appropriate activity which they wanted to do after going skating.

On **Card 2**, **Task 1** and **Task 2** were done well. There were two parts to **Task 3** and most candidates were able to communicate what they were going to eat and drink and could say what they intended to do during the trip. Weaker candidates found it hard to use *je voudrais* with an infinitive. **Task 4** was attempted well with many saying they had bought items of clothing, presents or a suitcase. Some had difficulty expressing an appropriate past time frame and said instead what they would like to buy. The second part of the task required them to explain why they had bought that certain item, and this was more challenging. Stronger candidates were able to say they needed new clothes, or their suitcase was broken. **Task 5** required an opinion or reaction to the suggestion of going to a theme park together. Some seemed unfamiliar with the verb *penser* in the question *Qu'est-ce que tu en penses ?* Opinions feature on every card and candidates need to be able to say something is a good or bad idea and say why. Such phrases can be used in a variety of contexts and settings. Good answers such as *Quelle bonne idée !* or *J'aimerais beaucoup y aller !* scored 2 marks but many candidates needed the question to be repeated, or only achieved partial communication.

On **Card 3**, **Task 1** and **Task 2** were answered well. Most were able to say in which kind of restaurant they wanted to eat on **Task 3** but were not always able to say why. A simple response such as *J'aime cette sorte de cuisine/la cuisine italienne/les pizzas* was more than adequate as a response. The stronger candidates were able to go into more detail and use a variety of appropriate responses such as *J'ai toujours adoré cette sorte de cuisine/ce restaurant, on y mange bien.* On **Task 4**, weaker candidates were sometimes challenged to respond in a correct time frame. Instead of saying how long they had spent the last time they went there, some misinterpreted the question and said when they went there. The second part of the task required them to say what they had done there. Many were able to say they had been swimming or what they had eaten, but there was often time frame ambiguity from weaker candidates. On **Task 5**, nearly all were able to state a preference and were able to give a simple reason such as *j'adore nager dans la mer.*

Candidates usually approached **Card 4** well. Nearly all were able to give a number on **Task 1** and say when they wanted to hire the surf boards for **Task 2**. On **Task 3**, many weaker candidates found it hard to conjugate the verb *apprendre* in the perfect tense and some repeated back the *vous appris* heard in the

question, which led to ambiguity. More were successful on the second part of the task. **Task 4** was generally well done. On **Task 5**, candidates needed to recognise that a future time frame was required. Good attempts were heard at giving appropriate things they would like to do before returning home to their country. The stronger candidates were able to say why they wanted to do these activities, but the weaker candidates found it more challenging to say why.

On **Card 5**, candidates performed confidently well on the two opening tasks. On **Task 1**, nearly all candidates understood they were required to give a day and were able to do this. On **Task 2**, pronunciation of numbers was usually clear but those opting for *deux* often did not say this clearly and this sometimes led to ambiguity. On **Task 3**, most were able to say they liked riding, but they were not always able to give a valid reason. However, nearly all were successful on saying with whom they liked to go riding. On **Task 4**, some candidates answered too quickly and did not realise that the activities they were being asked about were sporting activities and not just anything they had done on holiday. The second part of the task was usually answered better, but weaker candidates did not always use a past time frame with the opinion. On **Task 5**, many errors of time frames could be heard from weaker candidates who sometimes responded *je suis allé(e)* in response to *Quand* and *Comment allez-vous rentrer dans votre pays ?*

Card 6 was approached fairly confidently by candidates. Only the very weakest candidates were unable to respond to **Task 1** and such candidates often said how many sandwiches they wanted instead of the type of sandwich. **Task 2** was well done. On **Task 3**, candidates sometimes responded *j'allez* in response to *Où allez-vous…* which led to time frame ambiguity and only partial completion of the task. **Task 4** required candidates to state what their preferred form of transport was in their country. The stronger candidates stated *Je préfère prendre* before a form of transport or said *Mon transport préféré c'est…* but weaker candidates heard *préférez* in the question and answered *je préféré/je préférais* and this distorted the clarity of the message. Most were able to say why they preferred this form of transport. On **Task 5**, weaker candidates were not always sure about the meaning of the verb *apprécier.* Most candidates could say what they had most enjoyed and the food, the people and the weather were common answers. Some confident simple reasons for these preferences were heard.

On **Card 7**, candidates usually made a confident start to the tasks. **Task 1** was well done. On **Task 2**, even weaker candidates understood *depuis combien de jours* and could gain at least 1 mark when the question was repeated. On **Task 3**, only the strongest candidates understood *médicaments* and were able to state what kind of medication they had taken. For the second part of the task, brief responses such as *ce matin/à 9 heures* were very appropriate. For weaker candidates, the correct use of a past time frame was difficult. On **Task 4**, most understood that the use of *projets* would need a future time and responded accordingly. Nearly all candidates said they could be contacted by telephone. Those who kept their responses brief were often the most successful as they avoided more challenging conjugations of the verb and direct object pronouns in their responses. **Task 5** required an opinion about their holiday in France. Good responses were heard about the people being welcoming from the stronger candidates. Many said how much they liked the food.

Card 8 was done well overall. On **Task 1**, the difficulty was in understanding in whose name the reservation was. Any first name or family name was acceptable. **Task 2** was generally well done. On **Task 3**, some candidates did not understand that the reservation had already been made and said that they wanted to make a reservation. Most could say that the room was for a certain number of people and that it had a bathroom, shower or balcony. The second part of this task was done well. Weaker candidates found **Task 4** challenging. The scenario of this role play stated that the candidate was late and during the preparation time it would have been useful to think of a reason for being late. Most successful candidates stated that their form of transport was late. Some gave illness as a reason. Nearly all candidates responded well to **Task 5**.

Card 9 was generally approached well. **Task 1** and **Task 2** were done well. **Task 3** required an opinion about French cooking. The wording *vous plaît* was not understood by some weaker candidates and often needed repeating. Generally, most candidates said something relevant and stated a reason for their opinion. For **Task 4**, a few candidates did not realise the relevance of *la région* and started to talk about countries other than France. It should be emphasised to candidates that they must read the scenario carefully and make sure that they understand where they are supposed to be in the role play situation. On the second part of the task, most candidates were able to state with ease how their holidays had been. On **Task 5**, a response in a future or a present time frame was needed, and the stronger candidates did this well. Responses given in a past time frame did not score 2 marks due to the ambiguity of the message. Any appropriate activity was acceptable.

Topic conversations

Examiners are reminded to introduce the topic area in French just before the start of each conversation. The first three topics were based on one of the sub-topics of Areas A and B as listed in the syllabus. The last four topics were taken from one of the sub-topics in Areas C, D or E of the syllabus. All these sub-topics were familiar to candidates and a full range of performance was heard with each conversation having its easier and more challenging questions.

Examiners should read the questions exactly as printed and should not read out the questions numbers as this removes an element of spontaneity from the conversation and can distract candidates. The first two questions on each conversation were closed and straightforward in nature and were set at an easier level to start off the conversation. They could be answered briefly and with factual language, although stronger candidates took the opportunity to give more developed responses containing **relevant** details and this is something to encourage candidates to do. The time frame used in the first two questions was the present. The final three questions on each card were more open and required candidates to communicate relevantly in past and future time frames. Each topic conversation also gave candidates the opportunity to express opinions and give their reasons for their opinions. The topics were equally balanced in term of demand and each topic featured easier straightforward questions and others which were more challenging.

To help improve their performance, candidates need to be reminded to listen carefully to the **whole** question and process it carefully before answering to ensure that their answers contain **relevant** information. Centres need to encourage candidates to try to develop their answers in a **spontaneous** way and to try to develop a range of interesting opinions by learning useful structures and phrases which can be used in a range of contexts. 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 singular. The stronger candidates were also able to include longer more complex language, which included a consistent use of a wide range of accurate structures and vocabulary with a good range of linking phrases and conjunctions.

Topic 1, *Manger et boire*, was a familiar topic for most candidates. On **Question 1**, some candidates did not realise that they were being asked **where** they had breakfast and instead gave details about what they normally ate. **Question 2** was understood better with nearly all able to say which vegetable(s) they ate regularly. Weaker candidates did not recognise *légumes* and sometimes listed fruit instead. On **Question 3**, weaker candidates sometimes answered too quickly and talked irrelevantly about a meal they had had in a restaurant. The best candidates were able to say what they had themselves cooked or prepared and indicated what other family members had prepared and what the meal had been like. On **Question 4**, most were able to give an opinion about their school meals. Many wanted to say the meals were good for their health but many mispronounced *santé* as *sante.* Stronger candidates could justify their opinions and add extra supporting details. Weaker candidates often needed the alternative question which was more accessible. **Question 5** was the most challenging and weaker candidates did not know what *changements* meant. The stronger candidates showed they could use comparatives and could refer to why they would like to eat more or less of certain food and why.

Topic 2, *À la maison*, was an accessible topic which, like all the cards, had its more challenging questions. **Question 1** and **Question 2** were usually answered well. They only required short answers, but many made use of the opportunity to develop their answers and add relevant details. Careful listening was needed on **Question 3** which required an account of a pleasant weekend they had spent at home. Some started their response too quickly and did not recognise the significance of *chez toi* and went on to say what they had done in town, in a restaurant or at the cinema. Such answers were irrelevant to the question. Helpful examiners repeated the question, and this gave candidates the opportunity to answer more relevantly. Weaker candidates often worked in a present time frame instead of a past time frame which led to some ambiguity. **Question 4** was usually well attempted. **Question 5** was the most challenging question. Many candidates just said what they did themselves to help at home, but more able candidates understood that other members of the family should be mentioned too, especially when the question was repeated. The second part asked them to say whether this division of labour was fair. Weaker candidates often needed the alternative question. The stronger candidates could say why things were fair or not and gave reasons.

Topic 3, *Le cinéma*, was also an accessible topic and one which clearly interested candidates. **Question 1** was well attempted by most. For **Question 2**, some candidates were not sure about the meaning of *fois* heard in *Combien de fois par mois vas-tu au cinéma ?* Some thought *Combien* was asking instead for the price of a cinema ticket. Time expressions are frequently heard in questions and candidates need to be able to recognise them to answer relevantly. **Question 3** was well understood, and most could recount the kind of film they had last seen and give a simple opinion about it. Weaker candidates were usually able to give some relevant details following the use of the alternative question but often found it difficult to use verbs in an

appropriate time frame. **Question 4** required a description of the candidate's favourite actor/actress. Most understood the opening question easily and at the basic level could name him/her. Stronger candidates went on to give detailed physical descriptions and often the type of role they played. The second part of the task was not immediately understood and sometimes candidates needed the alternative question. **Question 5** was perhaps the most challenging on the topic with only the stronger candidates able to answer about *les jeunes.* Most answered about themselves rather than in general.

Topic 4, *Ma région*, was a familiar topic which produced a wide range of responses. **Question 1** was not always well done. Some just thought it was asking where they lived rather than where their region was situated. **Question 2** was well done by most candidates. On **Question 3**, some candidates did not understand that they were being asked about the advantages and disadvantages for young people living in their own town or village. They instead thought they were being asked about the advantages of town life versus village life and such answers often contained irrelevant detail. Sometimes, a repetition together with the use of the alternative question helped such candidates but many found it difficult to answer in general terms about *les jeunes.* Good answers often featured the use of impersonal verbs and the ability to use the third person. **Question 4** was approached more confidently. Most were able to say where they had been and name and briefly describe a local tourist attraction. Weaker candidates often found it hard to keep their thoughts about the visit in an appropriate time frame. On **Question 5**, nearly all candidates understood that they were being asked about the environment, but weaker candidates often did not realise that they were being asked about what they could do more generally in their region to protect the environment.

Topic 5, *La communication et la technologie*, was approached confidently by candidates. **Question 1** was answered by virtually all candidates. On **Question 2**, candidates did not always understand that they were being asked where the computers could be found in their school, but most could say in the classroom, library or IT room. Those who answered that the computer was in their bedroom at home needed to listen very carefully to *dans ton école* heard in the question. **Question 3** was usually answered well by most candidates. Weaker candidates sometimes answered in an inappropriate present time frame and did not hear *le week-end dernier* which was given as a cue to indicate a past time frame. **Question 4** was more challenging for weaker candidates, but it gave the stronger candidates the opportunity to talk in general terms about the advantages and disadvantages of shopping online. The first part of **Question 5** was approached well and some of the stronger candidates picked up the *si* clause and were able to use it in their own answers well. Some needed the alternative question, but many were able to indicate which objects they would buy and attempt a simple reason. The reason for the choice was not always as well done but most managed at least a simple reason why.

Topic 6, *L'éducation*, was very familiar to candidates. **Question 1** was done well with most being able to say how they travelled to school but some mispronounced *à pied*. On **Question 2**, the best answers immediately gave the number of subjects and then went on to add other relevant details. Some candidates went straight into giving a list of subjects rather than giving a number indicating that they had perhaps not quite understood the exact meaning of the question. Most approached **Question 3** well. **Question 4** was not always fully understood as some candidates thought it meant their journey to school rather than a school trip but were usually able to respond better once the question was repeated or the alternative question used. Some candidates found it difficult to maintain a past time frame throughout their response. On **Question 5**, most candidates were able to give some information about their future plans although *faculté* was not understood by all. The alternative question which used *université* instead of *faculté* was useful and this demonstrates how important it is for examiners to use the alternative questions correctly. Most candidates said they wanted to go on and complete further studies either in their own country or abroad and could usually give a good reason why. Many said studying at university would help them get a better job.

Topic 7, *Les pays et les langues*, was usually done well but was challenging on some questions for some weaker candidates in terms of vocabulary. On **Question 1**, most responded that they spoke their mother tongue at home with family. On **Question 2**, instead of saying how many lessons of foreign languages they had each week, some candidates thought this meant how many different languages they studied. **Question 3** required a past time frame and some candidates understood the question but responded too quickly and did not perhaps take in the *l'année dernière* given at the end of the question. Consequently, they responded in an inappropriate present time frame. **Question 4** was not always well understood as some found the word *utile* unfamiliar. The alternative question often needed to be asked as it used *important* which was well known by candidates and often led to them being able to communicate better. Most candidates were able to respond fairly well to **Question 5**. A few candidates did not understand *séjourner* but the alternative phrasing of *passer des vacances* was well understood. A few mistakenly cited non francophone countries but, generally, most were able to cite a francophone destination and give a good reason for visiting their chosen destination.

FRENCH

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Paper 0520/41
Writing 41
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Key messages

Candidates are advised to:

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

General comments

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

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

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

Few candidates crossed out important details to meet the recommended word count. Rash editing can significantly reduce marks. The aim should be to respond within the word count but if an answer is longer than recommended, the whole piece will still be considered. Short pieces will not display the expected range of detail and linguistic variety, overlong answers are at risk of being less accurate. Candidates must also ensure that their writing is legible. Several answers were very difficult to read as candidates had written over their first draft.

Comments on specific questions

Question 1: Votre correspondant(e) français(e) veut avoir des détails sur votre journée au collège.

Overall, candidates answered this question well but, for **Gap 2**, *chimie* and *espagnol* were often misspelt. Many candidates misunderstood *Déjeuner où* ? in **Gap 4** and mentioned a type of food instead of saying where they have lunch. Others answered *cafetière* instead of *cafétéria* and could not gain the mark as it means something else in French. For **Gap 5**, an activity was required and places such as *piscine* or *gymnase* did not gain mark.

Question 2: Mon dimanche

For **Task 1**, candidates were asked to describe what they have for their breakfast. For the task to be fully completed, the form of the verb used had to be correct. Many could not give the correct verb ending for *je prends, je mange* or *je bois*. The correct spelling of *œuf* was not well known. Some candidates used a past tense and, therefore, compromised the message they were trying to convey. Candidates need to be

reminded that the present tense is always used in the first four tasks and that the same time frame is required in their answers.

For **Task 2**, candidates were invited to describe the activities they do in the morning. Many could successfully mention *je joue au tennis/football, je fais mes devoirs* or *je nettoie ma chambre.* Those who listed their morning routine often found it hard to use the required reflexive verbs.

For **Task 3**, candidates had to explain why they liked or disliked Sundays. Whilst many could accurately state *j'aime le dimanche,* their justifications were not always successful. Those who kept their answers simple e.g. *je ne vais pas à l'école* did much better. Many tried to say that they could rest but used the verb *rester* rather than *se reposer.* Those who indicated that they don't like Sundays often struggled to give a clear reason as they wanted to say that they had school on Monday.

Task 4 was in two parts. The first part of the task was usually well done, and most candidates successfully answered *je préfère le dimanche en famille.* Those who kept their response simple easily completed the task e.g. *j'aime ma famille* or *je vois mes amis pendant la semaine.* The accurate rendering of spending time proved quite challenging for many.

For **Task 5**, candidates had to indicate what they would like to do the following Sunday. They were expected to use a verb such as *je voudrais* or *j'aimerais* followed by an infinitive to express their intentions and many candidates could use this structure very successfully. Any plausible activity was acceptable, whether it was an outing, a trip, a sport or staying at home. The use of a verb in the conditional or the future e.g. *je vais aller au cinéma* or *je jouerais au* foot only partially completed the task.

Question 3(a): Mon emploi dans un hôtel

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 hotel where they had worked. As the question was phrased in the imperfect tense, the same tense was expected in the answer. References to its situation, size, appearance, or facilities were all rewarded. Many candidates easily completed the task by simply stating *l'hôtel était grand et moderne*. Many candidates offered a range of extra details, e.g. *il y avait une grande piscine, les chambres étaient confortables* or *le restaurant de l'hôtel servait d'excellents repas*.

A past tense, whether perfect or imperfect, was required for the full completion of **Task 2**. There were some very lengthy answers as candidates described their day from the moment they got up to the time they went to bed. As their use of reflexive verbs was often insecure, they would have done much better concentrating on their tasks during the day. Answers were varied ranging from where they worked to what tasks they had to do, e.g. *je travaillais dans la cuisine/à la réception* or *j'ai nettoyé les chambres.*

For **Task 3**, candidates were expected to use the imperfect tense to describe how they spent their days off. Many candidates omitted the reflexive pronoun when using the verb *se reposer* or *se détendre*. Those who used straightforward activities such as *j'allais à la plage/au cinéma* or *je regardais la télévision* successfully completed the task.

For **Task 4**, candidates had to indicate the disadvantages of working during the holidays. Listing the advantages or disadvantages of a situation frequently feature in questions and candidates had been well trained to handle their response accurately as they securely answered *les inconvénients de travailler pendant les vacances sont que…* Candidates were free to convey this information from their own perspective or by using *on.* However, whatever approach they chose had to be conveyed in the present tense as indicated by the question.

For **Task 5**, candidates were invited to say what they would like to do next summer. The question was phrased in the conditional and a similar time frame was expected in the answer. Some candidates only partially completed the task as they used a verb in the future or the imperfect. All those who used *je voudrais* followed by an accurate infinitive easily completed the task.

Range

Many candidates demonstrated that they could organise their answers using simple conjunctions, e.g. *alors, donc*, *enfin*, *en plus*, *pourtant* and give explanations using *parce que* and *car*. Such candidates reached the standard broadly outlined by the descriptors in the 5–6 band. There were few candidates who gained marks above that level and their work was characterised by frequent examples of complex structures often combined into longer sequences of language, e.g. *je parlais avec tous les touristes qui arrivaient à l'hôtel et je leur disais leur numéro de chambre.*

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

Accuracy

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

Candidates should copy carefully from the question paper (*travailler/travail, inconvénients*).

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

Question 3(b): Le club écologique de mon collège

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 say why they had decided to become a member of their school eco club. The main reason given was *je m'intéresse à l'environnement*. This task was usually well done as many candidates could successfully manipulate the question.

Task 2 required candidates to describe the activities they did with the club. Candidates were free to use the first person singular or the *on/nous* form. Common activities were either *on organise des débats* or *je regarde des films sur les effets climatiques.*

For full completion of **Task 3**, candidates had to give details of a recent activity the club had performed in their town. Some candidates had not read the question carefully and listed activities they had carried out in their school. However, many were able to say *on a planté des arbres* or *on a nettoyé le parc* or *on a recyclé tous les déchets*. Several added extra details to indicate how they felt at the end of the day.

For **Task 4**, all the candidates agreed that young people had to take an interest in the environment. The most popular reasons were that *les jeunes sont le futur du monde* or *ils doivent protéger la nature pour le futur de la planète*. Many candidates were able to manipulate the verbs used in the question.

Most candidates found **Task 5** very challenging as they did not seem aware that *il faudrait* was an impersonal expression that could not be used with another subject. Those who stated *il faudrait recycler tout le papier* successfully completed the task. Very few were able to use *devrait* with *le directeur/le collège* as a subject.

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.*

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

Accuracy

Some candidates confused *écologie* and *écologique.* Others misspelt words such as *beaucoup*, *environnement*, *planète*, *tout le monde*. Sometimes the error compromised the meaning. Candidates should be reminded about where to place adverbs as these were often wrongly put before the verb.

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

FRENCH

> **Paper 0520/42**
> **Writing 42**

Key messages

Candidates are advised to:

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

General comments

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

It is important to copy correctly vocabulary given in the rubrics. Miscopying of *le déjeuner*, *la famille*, *les inconvénients, l'avion* sometimes compromised important messages. Adapting the rubric is equally important: in **Question 2**, candidates wrote *votre repas préféré* rather than *mon repas préféré,* in **Question 3(a)**, *je voudriez travailler* in response to *qu'est-ce que vous voudriez faire ?* and, in **Question 3(b)**, candidates frequently wrote *les inconvénients est…* rather than *les inconvénients sont...*

Candidates should know the necessary vocabulary for future job choices. Popular choices included *avocat, infirmière, ingénieur, médecin, professeur*, but these were often misspelt.

Few candidates crossed out important details to meet the recommended word count. Rash editing can significantly reduce marks. The aim should be to respond within the word count but if an answer is longer than recommended, the whole piece will still be considered. Short pieces will not display the expected range of detail and linguistic variety, overlong answers are at risk of being less accurate. Candidates must also ensure that their writing is legible. Several answers were very difficult to read as candidates had written over their first draft.

Comments on specific questions

Question 1: Vous voulez louer une caravane dans un terrain de camping en France.

Overall, candidates answered this question well but, for **Gap 1**, candidates who offered answers such as *deux heures* did not appear to understand what was required.

Question 2: Les repas

Task 1 was done well, but some candidates could not provide a correct verb form. Many followed the suggestion in brackets, making a contrast between the week and the weekend, which added some interest to their account e.g. …*mais le week-end je prépare les repas pour mes parents.*

For **Task 2**, candidates were not always attentive to the wording of the question, and many wrote of what they eat rather than where.

There were various ways of responding to **Task 3**, e.g. *mon repas préféré est le poulet avec du riz, je préfère la pizza, j'aime le steak-frites.* Candidates who mentioned specific meals were also rewarded, e.g. *je préfère le dîner.*

Candidates understood **Task 4**, but incorrect verbs and inaccurate sentence structure led to ambiguity. Many candidates omitted the *de* in, for example, *l'anniversaire **de** mon amie*.

For **Task 5**, candidates who answered in the tense indicated in the rubric were successful, e.g. *je voudrais manger un gâteau au chocolat, je mangerais de la glace…*

Generally, candidates wrote in a very simple style with a few attempts to link ideas. Sometimes the choice of linking words was not appropriate, which lead to some ambiguity.

Question 3(a): Demande d'emploi comme au pair

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 able to state that they wanted to work for a family, but the reasons offered were sometimes ambiguous because too complex. The most effective responses were the simplest e.g. *j'aime la France, je veux apprendre le français, je veux gagner de l'argent.*

There were two ways of responding to **Task 2**. Some used a simple structure such as *je suis sympa* or *je suis travailleuse*. Others focused on their skills, e.g. *je sais parler français, j'aime travailler avec les enfants, je peux faire la cuisine*.

For **Task 3**, most candidates managed to refer to a job that they had done but they were not able to use the past tense accurately. Some candidates developed their answer, which allowed them to show some ability to use extended sentences.

Task 4 was about hobbies and candidates gave a range of details with frequent references to when and with whom. Some candidates thought that the task was asking them to say what they would do during their free time whilst in France: their choice of tense was therefore inappropriate.

Many candidates responded successfully to **Task 5**, recognising the need for a conditional tense, e.g. *je voudrais travailler comme médecin, j'aimerais travailler dans un hôpital*. Some candidates confused *métier* with *matière* and gave irrelevant information.

Range

Some candidates organised their work well, beginning each paragraph or new idea with an appropriate adverbial or prepositional phrase. This is the minimum required for access to the 5–6 band. Some candidates could vary sentences with common conjunctions and relative pronouns e.g. *car*, *donc*, *parce que*, *qui.* Few candidates gained marks in the 7–8 and 9–10 bands.

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

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

Question 3(b): Les transports

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.

Task 1 was straightforward and candidates were able to give relevant information using different verbs e.g. *je voyage en bus, je prends la voiture pour aller en ville, j'utilise mon vélo pour faire les courses.* A few candidates were not able to use the verb in the correct form.

A past tense was required for **Task 2**. Some candidates did not realise this or were not able to use the past tense correctly. Many candidates gave detailed accounts of a journey they had made but sometimes gave too many irrelevant additional details.

There were many different ideas about local public transport for **Task 3**, but a few candidates compromised their answers by using a singular verb e.g. *les transports est pratiques.*

Overall, **Task 4** was done well, and candidates gave many opinions about plane travel, mainly negative.

For **Task 5**, candidates were rewarded for any appropriate idea expressed using a conditional tense. Individual circumstances vary, therefore candidates were free to interpret this task as they pleased, e.g. *je voudrais aller en France* or *j'aimerais faire une visite au parc.*

Range

Candidates who answered this question showed more skill and a greater range of structures, e.g. *si je vais à un endroit près de chez moi je prends mon vélo parce que c'est moins cher que voyager en voiture, les transports en commun causent moins de pollution que les voitures* or *j'habite dans un village à la campagne où il n'y a aucun transport*.

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

Accuracy

Candidates were very familiar with basic items of vocabulary associated with this topic. They were less assured with *les billets*, *bruyant*, *confortable*, *ennuyeux* or *l'environnement*. Plural subjects were often followed by singular verbs, and infinitives or past participles were used instead of finite verbs.

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

FRENCH

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Paper 0520/43
Writing 43
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Key messages

Candidates are advised to:

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

General comments

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

It is important to copy correctly vocabulary given in the rubrics. Miscopying of *la maison, la journée, les vacances*, *le château, le travail*, *le déjeuner, les avantages* sometimes compromised important messages. Adapting the rubric is equally important: in **Question 3(a)**, many candidates could not use the appropriate pronoun in response to *qui vous plaisent.* In **Question 3(b)**, candidates frequently wrote *les avantages est…* rather than *les avantages sont…* Candidates also wrote *pour adapter* instead of *pour m'adapter* in response to *pour vous adapter.*

Candidates should know the necessary vocabulary for future job choices. Popular choices included *avocat, infirmière, ingénieur, médecin, professeur*, but these were often misspelt.

Few candidates crossed out important details to meet the recommended word count. Rash editing can significantly reduce marks. The aim should be to respond within the word count but if an answer is longer than recommended, the whole piece will still be considered. Short pieces will not display the expected range of detail and linguistic variety, overlong answers are at risk of being less accurate. Candidates must also ensure that their writing is legible. Several answers were very difficult to read as candidates had written over their first draft.

Comments on specific questions

Question 1: Vous vous appelez Alex et vous allez participer à un échange scolaire.

Overall, candidates answered this question well.

Question 2: Vacances en France

Candidates understood this question, but often used a past tense instead of a present tense and consequently could not score in the top band.

For **Task 1**, candidates were able to identify where they were in France, e.g. *je suis dans le sud de la France, je visite la montagne en France.* Lack of geographical knowledge of France was ignored if the sentence structure was accurate.

Most candidates provided a simple statement about the weather in **Task 2** e.g. *il fait chaud, il pleut*. Some expressed how they felt about the weather, which was a good way of extending their answers. Some candidates confused *il fait* with *il faut*.

Some candidates did not read **Task 3** carefully enough and commented on a hotel rather than the *maison de vacances*.

For **Task 4**, candidates who realised the need for a present tense were able to list several activities they did during the day.

For **Task 5**, a conditional verb was needed, and candidates were largely aware of this. Some followed the rubric and used *j'aimerais*, but there were several misspellings, e.g. *j'amerais.*

Question 3(a): Mon petit job

Candidates were not always attentive to the tense required by each of the tasks. Some candidates did not fully understand the context of the question, assuming that the *château* was a hotel. The word *chambres* was occasionally used where the word *pièces* was appropriate.

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**, a simple present tense description of the *château* was all that was required, e.g. *le château est grand, il y a un grand parc autour du château*. Some candidates took the opportunity to give a more extended description of the place.

To convey the message for **Task 2**, candidates needed to use the imperfect tense, e.g. *je voulais travailler dans le château parce que je voulais gagner de l'argent.*

Some candidates did not understand **Task 3** and consequently omitted the idea of liking/preferring, although they were able to identify aspects of their work.

For **Task 4**, candidates were invited to relate an amusing incident at work. Candidates were rewarded for details given in the past tense, whether it was funny or not, e.g. *je suis tombé dans le lac.*

Task 5 was perhaps the easiest and candidates used a range of different sentence patterns which were appropriate, e.g. *je voudrais devenir médecin, je serais professeur, j'aimerais travailler avec les enfants. Médecin* was often misspelt.

Range

It is important for candidates to show that they can link ideas.

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

Many candidates reached the 5–6 band as they showed control of basic elements of grammar.

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

Question 3(b): Premier jour dans un nouveau collège

Task completion

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

For **Task 1**, candidates needed to state how they felt on their first day at the new school. The verb *ressentir* was unfamiliar to a few.

Many candidates misunderstood **Task 2** and described the room, the teacher, or the students rather than what happened.

There was a range of simple and complex ideas expressed regarding the lunch break for **Task 3**, e.g. *je n'ai pas aimé la pause parce que j'étais seul, j'étais content car j'ai pu parler à mes nouveaux amis.*

For **Task 4**, candidates offered several advantages in the new school. There was a little insecurity in the use of the most appropriate sentence structure *l'avantage c'est que… / les avantages sont que…* but most were able to convey an acceptable idea.

Task 5 required the use of a future time frame and a reflexive verb. Those who could manipulate the language in the question were successful e.g. *pour m'adapter, je vais travailler dur.*

Range

A very small proportion of candidates progressed beyond the 5–6 band, which acknowledges some limited linkage, e.g. *car, parce que, qui.*

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

Accuracy

Candidates' answers showed control of simple sentence structures.

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