

FRENCH

<p>Paper 0520/11 Listening</p>
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Key messages

- Candidates were usually well aware of the requirements of the examination.
- As intended, there was a gradient of difficulty on the paper and the final section was the most challenging but even weaker candidates usually scored some marks on this section.
- Only six boxes should be ticked on **Question 16**.
- Candidates must write very clearly in blue or black pen. Some candidates wrote first in pencil and then tried to erase and overwrite answers in pen but, in doing so, they left first attempts at ticks or words. This was often difficult to read. Candidates should cross out very clearly any material which they do not wish the Examiner to consider.
- Full sentences are not required in responses. If answers are long, there is the danger that extra distorting details may be included which will invalidate an otherwise correct answer.
- There were cases of poor handwriting which made some scripts difficult to read.

General comments

The candidature overall performed quite well on the first two sections of the paper. Nearly all candidates went on to attempt the final section with weaker candidates being able to be successful on a few questions in each of the two exercises.

Candidates were usually familiar with the rubrics and were aware of the requirements of the test types. A few candidates seemed unsure as to the correct number of boxes to be ticked on multiple-choice exercises and, in particular, on **Question 16** where some ticked more than six and others only four boxes. The exercises discriminated appropriately across the gradient of difficulty in the paper. The examined topics and contexts were accessible to all candidates.

The French extracts heard by candidates gradually increased in terms of length and density and featured both monologues and conversations. The emphasis of the questions moved from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to understand specific factual information, as well as opinions and explanations, in longer narrated accounts and conversations. Longer extracts featured a variety of register and references to both past and future events.

Candidates understood that full sentences were not required in response. Brief answers are preferable on this paper as candidates do not run the risk of extra distorting material being added which may invalidate an otherwise correct answer. Candidates should not try to include extra material not on the recording and should not try to paraphrase answers.

There were cases of poor handwriting which made it very difficult to read answers whether they were brief or long. If Examiners cannot read the spellings of individual words they cannot award the mark for an answer. If candidates want to make a second attempt at an answer, they should cross out their first attempt very clearly.

The Listening paper tests comprehension. Accuracy in written responses in French is not an issue provided that the message is clear. Answers were marked on the basis of communication. If the answer sounds and reads like French it will be accepted provided that the message is unambiguous.

Comments on specific questions

Section 1

Exercise 1 Questions 1–8

This first exercise tested the understanding of eight short conversations/monologues through multiple-choice questions with visual options. Candidates usually performed well in this opening exercise which is intended to give them a confident start to the paper. The vocabulary areas tested simple numbers, the weather, food and drink, personal possessions, simple directions, accommodation, clothing and shopping. Rubrics and visuals were generally well understood by candidates and the extracts were straightforward and short.

Many candidates scored 7 or 8 marks in this exercise. Very few candidates answered **Question 1** incorrectly. Some candidates were not familiar with weather vocabulary in **Question 2** and some candidates did not know *lunettes* in **Question 4**.

Exercise 2 Questions 9–15

Candidates heard a longer extract which featured tourist information for a village. Questions tested a day, tourist and leisure activities, buildings and shops, and time. Candidates generally approached this exercise well but, on **Question 10**, some candidates added *ball* to the word *foot* in the question. A day of the week was required for this question. On **Question 13**, some candidates confused *boucherie* and *boulangerie* and gave an incorrect answer.

Section 2

Exercise 1 Question 16

Performance on this exercise was very good with high numbers of candidates scoring 5 or 6 marks. Candidates are mostly well accustomed to the exercise type and its requirements. There were cases of candidates ticking more than six boxes or four boxes only. Candidates should use a consistent method to indicate their answers: ticks or crosses are both acceptable, but are likely to cause confusion when used together. Six of the twelve boxes need to be left blank.

Candidates heard four young people talking about sport which was a very accessible topic for candidates. Occasionally candidates incorrectly chose option **(e)** for Christophe, or option **(i)** for Eloïse.

Exercise 2 Questions 17–21

In this exercise, candidates heard two interviews with Matthieu who had spent a year in an English school. In the first interview, candidates were required to correct an incorrect detail in each of five statements, a question type with which they were clearly familiar. The missing words were all items which appear in the vocabulary lists of the Defined Content. The exercise represented a step up in the incline of difficulty of the test and the extract heard was longer than the one heard in the previous exercise.

Candidates generally made quite a good attempt at the first part of this exercise but incorrect spelling of key items of vocabulary was often seen. Most candidates attempted **Question 17** well. **Question 18** was often answered with the incorrect *matières*. **Question 19**, *encourager*, was usually very well answered but a few candidates answered *dencourager*, which could not be awarded. **Question 20** was answered well, with the vast majority of candidates correctly identifying *positifs* but, on **Question 21**, some did not give an acceptable spelling of *attitude*.

Exercise 2 Questions 22–25

Candidates heard the second interview with Matthieu and were required to give short answers in French. Many candidates scored 3 or 4 marks in this part of the exercise. On **Question 22**, most were successful in identifying the word *participer*. In **Question 23**, some candidates did not give an acceptable spelling of *courte*. **Questions 24** and **25** were generally answered well.

Section 3

Exercise 1 Questions 26–31

Candidates heard an interview with Serge who talked about his occupation as a chef. The topic area was generally accessible. A good attempt was made at this exercise by most candidates and even weaker candidates were usually able to score a few marks. This was a suitably demanding exercise for this stage of the examination. A full range of marks was evident with a fair number scoring 4 or more marks. The question type used was multiple choice with written options. Questions tested not just specific factual information but also gist understanding over the longer extract. Candidates needed to identify attitudes and emotions in some questions and be able to understand a narrative which, in places, depended upon them understanding a sequence of events.

Question 26 was answered well by the majority of candidates and **Question 27** was answered well by the more able candidates. **Question 28** was answered successfully but **Question 29** was answered incorrectly by the less able candidates, who chose **C** or **D** instead of the correct option **A**. **Questions 30** and **31** were answered well by candidates across the ability range.

Exercise 2 Questions 32–40

This was an appropriately demanding and challenging exercise at this stage of the paper. Some questions were only answered well by the very best candidates. Many weaker candidates, however, were able to score a few marks.

Candidates heard an interview with Stéphanie who talked about a school exchange visit to Senegal. On **Question 32**, only a few candidates answered with an acceptable form of *automne*. Candidates made quite good attempts on **Question 33** with many candidates answering correctly *chez elle* or *chez Marème*. Most candidates answered **Question 34** well, correctly identifying both parts of the answer, *problèmes + monde*.

On **Question 35**, some candidates did not write *françaises* correctly and many candidates did not answer **Question 36** well. In **Question 37**, a significant number of candidates identified *thé* but added an incorrect version of the verb *prendre*, such as *prendre*, or the incorrect verb *préparer*.

Many candidates answered **Question 38** well with the single word *communication*. A significant number of candidates omitted to answer **Question 39**. On **Question 40**, some candidates seemed to have misinterpreted the question and answered that the pupils ate their lunch in the school canteen.

FRENCH

<p>Paper 0520/12 Listening</p>
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Key messages

- Candidates were usually well aware of the requirements of the examination.
- As intended, there was a gradient of difficulty on the paper and the final section was the most challenging but even weaker candidates usually scored some marks on this section.
- Only six boxes should be ticked on **Question 16**.
- Candidates must write very clearly in blue or black pen. Some candidates wrote first in pencil and then tried to erase and overwrite answers in pen but, in doing so, they left first attempts at ticks or words. This was often difficult to read. Candidates should cross out very clearly any material which they do not wish the Examiner to consider.
- Full sentences are not required in responses. If answers are long, there is the danger that extra distorting details may be included which will invalidate an otherwise correct answer.
- There were cases of poor handwriting which made some scripts difficult to read.

General comments

The candidature overall performed quite well on the first two sections of the paper. Nearly all candidates went on to attempt the final section with weaker candidates being able to be successful on a few questions in each of the two exercises.

Candidates were usually familiar with the rubrics and were aware of the requirements of the test types. A few candidates seemed unsure as to the correct number of boxes to be ticked on multiple-choice exercises and, in particular, on **Question 16** where some ticked more than six and others only four boxes. The exercises discriminated appropriately across the gradient of difficulty in the paper. The examined topics and contexts were accessible to all candidates.

The French extracts heard by candidates gradually increased in terms of length and density and featured both monologues and conversations. The emphasis of the questions moved from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to understand specific factual information, as well as opinions and explanations, in longer narrated accounts and conversations. Longer extracts featured a variety of register and references to both past and future events.

Candidates understood that full sentences were not required in response. Brief answers are preferable on this paper as candidates do not run the risk of extra distorting material being added which may invalidate an otherwise correct answer. Candidates should not try to include extra material not on the recording and should not try to paraphrase answers.

There were cases of poor handwriting which made it very difficult to read answers whether they were brief or long. If Examiners cannot read the spellings of individual words they cannot award the mark for an answer. If candidates want to make a second attempt at an answer, they should cross out their first attempt very clearly.

The Listening paper tests comprehension. Accuracy in written responses in French is not an issue provided that the message is clear. Answers were marked on the basis of communication. If the answer sounds and reads like French it will be accepted provided that the message is unambiguous.

Comments on specific questions

Section 1

Exercise 1 Questions 1–8

This first exercise tested the understanding of eight short conversations/monologues through multiple-choice questions with visual options. Candidates usually performed well in this opening exercise which is intended to give them a confident start to the paper. The extracts were straightforward and short. The vocabulary areas tested time, food, places, personal items and household items. Rubrics and visuals were generally well understood by candidates.

Question 1 was attempted well by nearly all candidates. On **Question 2**, some candidates did not recognise *agneau*. **Questions 3, 4, 5** and **6** were done well by nearly all candidates. On **Question 7**, nearly half the candidates were familiar with *oreiller*. A good number of candidates recognised *au bord de la mer* on **Question 8**.

Exercise 2 Questions 9–15

Candidates heard a longer extract which featured tourist information for a region in France. Questions tested months, places to visit, leisure activities and accommodation details. Candidates generally approached **Questions 11, 13, and 15** very well.

On **Question 9**, some gave an incorrect month but an acceptable spelling of *janvier* was usually given by a good number of candidates. On **Question 10**, most recognised *cathédrale*. On **Question 12**, most were also able to identify *à vélo*. Candidates also had few problems in identifying *confiture* on **Question 14** with only some candidates mistakenly opting for *chocolats*.

Section 2

Exercise 1 Question 16

The performance on this exercise was quite good with the majority of candidates scoring well. Candidates are, mostly, well accustomed to the exercise type and its requirements. There were cases of candidates ticking more than six boxes or four boxes only. Candidates should use a consistent method to indicate their answers: ticks or crosses are both acceptable, but are likely to cause confusion when used together. Six of the twelve boxes need to be left blank.

Candidates heard four young people talking about their time spent in another country. This topic area was accessible to all candidates with a fair number scoring 4 or more marks. Even weaker candidates were able to score 1 or 2 marks here. The most frequent incorrect answer here was on option **(g)**, about Kamila, where some candidates chose this as a correct statement, not realising that Kamila had not gone on holiday but to work in America. Some also did not identify that Serge had taken a year out from his studies to go abroad.

Exercise 2 Questions 17–21

In this exercise, candidates heard two interviews with two actors, Carole and André, who talked about how they had started their lives as actors. In the first interview, candidates were required to correct an incorrect detail in each of five statements, a question type with which they were clearly familiar. The missing words were all items which appear in the vocabulary lists of the Defined Content. The exercise represented a step up in the incline of difficulty of the test and the extract heard was longer than the one heard in the previous exercise.

Candidates generally made quite a good attempt at the first part of this exercise. On **Question 17**, well over half of the candidates were successful in identifying *technicien*. On **Question 18**, good attempts to render *avocate* were made by most candidates but some wrote *advocate*, which was not accepted. On **Question 19**, well over half the candidates gave an acceptable spelling of the very familiar word *contents*. On **Question 20**, many candidates did not give an acceptable spelling of the word *maquillage*. On **Question 21**, very good attempts were made at *voyager* with nearly all candidates scoring the mark.

Exercise 2 Questions 22–25

On **Question 22**, most were able to identify *sciences* but some included extra distorting material heard on the recording such as *journal*. On **Question 23**, many candidates were able to correctly identify *téléphoner*, but some candidates also included extra distorting material which occurred before the cue on the recording (*à la fin de la journée*). Only a few candidates were able to identify *vingtaine* in **Question 24**. Many wrote an incorrect number such as *20 / vingt* or *21 / vingt-et-un*. Some candidates misheard *lire* on **Question 25** and answered *lier* or *mire*. Others wrote instead that André watched television.

Section 3

Exercise 1 Questions 26–31

Candidates heard an interview with Nadia talking about a stay in Morocco with her family. The topic area was generally accessible. Generally, a good attempt was made at this exercise by most candidates. This was a suitably demanding exercise for this stage of the examination. A full range of marks was evident with a fair number scoring 4 or more marks. The question type used was multiple choice with written options. Questions tested not just specific factual information but also gist understanding over the longer extract. Candidates needed to identify attitudes and emotions in some questions and be able to understand a narrative which, in places, depended upon them understanding a sequence of events.

Candidates made a very confident start to this exercise with nearly all candidates scoring the mark on **Question 26**. On **Question 27**, about half the candidature were able to identify the reason why there was a lot of people at the shopping centre. Candidates heard *c'était le moment des soldes* and had to link this to the synonym seen in the question, *réductions de prix*. Candidates did well on **Question 28** with most identifying that Nadia had lost her mother's bag. On **Question 29**, candidates needed to understand in the recording *le propriétaire...m'a demandé de lui dire où je logeais au Maroc*. About half the candidates fully understood and correctly chose that she had given the shop owner her address. Candidates scored better on **Question 30** with good numbers being able to recognise Nadia's mother's reaction. **Question 31** was done very well with good numbers able to recognise *gentil*.

Exercise 2 Questions 32–40

This was an appropriately demanding and challenging exercise at this stage of the paper. Some questions were only answered well by the very best candidates. Many weaker candidates, however, were able to score a few marks.

The questions were designed to make short responses possible and only a few candidates seemed unaware of this. Candidates should not write long answers as sometimes they add extra detail which is not on the recording. This can distort and invalidate an otherwise correct answer. If writing is unclear or incorrect, and if spaces appear in words which split them inappropriately, this may also invalidate an answer. Candidates should not require the Examiner to choose from two options or a list of answers in which the correct answer may feature. Such an answer counts as an invalidation and does not score the mark. Candidates should also make sure they read the questions carefully and understand exactly what is being asked rather than trying to write down too much detail from the recording.

Candidates heard an interview with Arnaud who had left France to go and live in Australia. Most candidates started the exercise confidently on **Question 32** and were able to give an acceptable spelling of *Australie*. **Question 33** was also done well with most being able to identify *économies*, but some candidates wrote *travailler* which invalidated their answer. Just over half the candidates were successful in identifying the word *fête* on **Question 34**. In **Question 35**, many candidates did not identify that Arnaud missed his family. The better candidates were able to ensure the correct word order and wrote answers such as *(sa) famille (lui) manquait*. The correct word order of *famille* and the verb *manquer* was needed to show comprehension. Only the very best candidates answered **Question 36** correctly. The question stated *Comment Arnaud se sentait-il en France ?* and some candidates invalidated their answers by putting *moins détendu* and then adding *en Australie* which was the opposite of the stated fact. Others did not put in the *moins* or wrote *mois* or *moi*. **Question 37** was answered well. On **Question 38**, *triste* was a common incorrect answer with only the better candidates scoring the mark. Candidates needed to listen very carefully as the answer *peur* was contained in the first utterance after the cue question from the interviewer. The final two questions were answered well by most candidates. Very good numbers scored the mark on **Question 39**, identifying *pages*. On **Question 40**, some invalidated the answer *rester* by adding *en France*.

FRENCH

<p>Paper 0520/13 Listening</p>
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Key messages

- Candidates were usually well aware of the requirements of the examination.
- As intended, there was a gradient of difficulty on the paper and the final section was the most challenging but even weaker candidates usually scored some marks on this section.
- Only six boxes should be ticked on **Question 16**.
- Candidates must write very clearly in blue or black pen. Some candidates wrote first in pencil and then tried to erase and overwrite answers in pen but, in doing so, they left first attempts at ticks or words. This was often difficult to read. Candidates should cross out very clearly any material which they do not wish the Examiner to consider.
- Full sentences are not required in responses. If answers are long, there is the danger that extra distorting details may be included which will invalidate an otherwise correct answer.
- There were cases of poor handwriting which made some scripts difficult to read.

General comments

The candidature overall performed quite well on the first two sections of the paper. Nearly all candidates went on to attempt the final section with weaker candidates being able to be successful on a few questions in each of the two exercises.

Candidates were usually familiar with the rubrics and were aware of the requirements of the test types. A few candidates seemed unsure as to the correct number of boxes to be ticked on multiple-choice exercises and, in particular, on **Question 16** where some ticked more than six and others only four boxes. The exercises discriminated appropriately across the gradient of difficulty in the paper. The examined topics and contexts were accessible to all candidates.

The French extracts heard by candidates gradually increased in terms of length and density and featured both monologues and conversations. The emphasis of the questions moved from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to understand specific factual information, as well as opinions and explanations, in longer narrated accounts and conversations. Longer extracts featured a variety of register and references to both past and future events.

Candidates understood that full sentences were not required in response. Brief answers are preferable on this paper as candidates do not run the risk of extra distorting material being added which may invalidate an otherwise correct answer. Candidates should not try to include extra material not on the recording and should not try to paraphrase answers.

There were cases of poor handwriting which made it very difficult to read answers whether they were brief or long. If Examiners cannot read the spellings of individual words they cannot award the mark for an answer. If candidates want to make a second attempt at an answer, they should cross out their first attempt very clearly.

The Listening paper tests comprehension. Accuracy in written responses in French is not an issue provided that the message is clear. Answers were marked on the basis of communication. If the answer sounds and reads like French it will be accepted provided that the message is unambiguous.

Comments on specific questions

Section 1

Exercise 1 Questions 1–8

This first exercise tested the understanding of eight short conversations/monologues through multiple-choice questions with visual options. Candidates usually performed well in this opening exercise which is intended to give them a confident start to the paper. The extracts were straightforward and short. The vocabulary areas tested places, time, personal items, shopping and food. Rubrics and visuals were generally well understood by candidates.

On **Question 1**, some candidates misheard *aéroport* as *port* and consequently chose the wrong option. Nearly all candidates were successful on **Question 2** and correctly identified the time. For **Question 3**, some candidates did not recognise the expression *faire la valise*. Very good attempts were made on **Questions 4, 5 and 6** with nearly all candidates scoring the marks. Most were able to identify *carte d'identité* on **Question 7** and all candidates were successful on **Question 8**.

Exercise 2 Questions 9–15

Candidates heard a longer extract featuring an advertisement for a cinema. They had to identify key details from the information heard on the recording. Most questions required candidates to choose the correct visual from a choice of three options.

On **Question 9**, most candidates correctly identified *douze / 12* but some instead wrote *deux / 2*. On **Question 10**, *bonbons* was well recognised, as was *jeux électroniques* in **Question 11**. **Questions 12 and 13** were well answered. On **Question 14**, high numbers scored the mark and correctly identified *concert de musique pop*. Most candidates also answered **Question 15** correctly.

Section 2

Exercise 1 Question 16

The performance on this exercise was quite good with the majority of candidates scoring well. Candidates are, mostly, well accustomed to the exercise type and its requirements. There were cases of candidates ticking more than six boxes or four boxes only. Candidates should use a consistent method to indicate their answers: ticks or crosses are both acceptable, but are likely to cause confusion when used together. Six of the twelve boxes need to be left blank.

Candidates heard four young people talking about the internet. This topic area was accessible to all candidates with a fair number scoring 4 or more marks. Even weaker candidates were able to score 1 or 2 marks here. There was no discernible pattern of incorrectly placed ticks on this exercise.

Exercise 2 Questions 17–21

In this exercise, candidates heard an interview first with Noémie talking about voluntary work. In the first interview, candidates were required to correct an incorrect detail in each of five statements, a question type with which they were clearly familiar. The missing words were all items which appear in the vocabulary lists of the Defined Content. The exercise represented a step up in the incline of difficulty of the test and the extract heard was longer than the one heard in the previous exercise.

On **Question 17**, candidates made a fairly confident start with more than half scoring the mark for *vie*. In **Question 18**, many candidates did not give an acceptable spelling of *maternelle*. Similar numbers also scored the mark for *certificats* on **Question 19**. **Question 20** was approached well with about half the candidates giving an acceptable rendering of the verb *commencer*. On **Question 21**, the expression *avoir envie de* was generally not well-known and some invalidated their answer by splitting the word *envie* inappropriately.

Exercise 2 Questions 22–25

In the second interview, candidates heard Alex talk about his work as a volunteer providing food to homeless people. Short answers in French were required.

On **Question 22**, a good number of candidates recognised the word *rue*. A similar number of candidates were successful on **Question 23** and identified *bon repas*. Both elements were necessary to score the mark here. On **Question 24**, some candidates did not give an acceptable spelling of *vaisselle*. The majority of candidates identified *bébés* in **Question 25**.

Section 3

Exercise 1 Questions 26–31

Candidates heard an interview with Christophe who had taken the decision to change his lifestyle and move away from Paris. The topic area was generally accessible. A good attempt was made at this exercise by most candidates. This was a suitably demanding exercise for this stage of the examination. A full range of marks was evident with a fair number scoring 3 or more marks. The question type used was multiple choice with written options. Questions tested not just specific factual information but also gist understanding over the longer extract. Candidates needed to identify attitudes and emotions in some questions and be able to understand a narrative which, in places, depended upon them understanding a sequence of events.

On **Question 26**, some candidates did not recognise that Christophe had been earning a good salary and many thought instead that he had been unemployed or that he had been studying advertising. On **Question 27**, just over half the candidates were successful in identifying that Christophe used to go out with friends at weekends. **Question 28** was answered well with good numbers gaining the mark. On **Question 29**, the better candidates heard the key concept *partir le plus loin possible de Paris* and matched this successfully with the idea of leaving Paris. Some candidates chose their answer too quickly and did not hear *mais de rester en France* which ruled out the first option *vivre à l'étranger*. **Question 30** was very well done by nearly all candidates with most being able to identify that Christophe appreciated the beauty of nature. On **Question 31**, over half the candidates correctly identified that in the future Christophe wanted to have a family.

Exercise 2 Questions 32–40

This was an appropriately demanding and challenging exercise at this stage of the paper. Some questions were only answered well by the very best candidates. Many weaker candidates, however, were able to score a few marks.

The questions were designed to make short responses possible and only a few candidates seemed unaware of this. Candidates should not write long answers as sometimes they add extra detail which is not on the recording. This can distort and invalidate an otherwise correct answer. If writing is unclear or incorrect, and if spaces appear in words which split them inappropriately, this may also invalidate an answer. Candidates should not require the Examiner to choose from two options or a list of answers in which the correct answer may feature. Such an answer counts as an invalidation and does not score the mark. Candidates should also make sure they read the questions carefully and understand exactly what is being asked rather than trying to write down too much detail from the recording.

Candidates heard an interview with Mélodie who had spent a year working in Bénin. On **Question 32**, about half the candidates were successful and were usually able to indicate that she had studied *agriculture*. Some misheard and thought that she had studied Greek, literature or culture. On **Question 33**, only the better candidates were able to render part of the verb *créer* and *lac*. Both elements here were needed to score the mark. On **Question 34**, the majority of candidates were able to identify *électricité*. Similar numbers of candidates went on to score the mark on **Question 35** and were able to identify *charmants*. Only the stronger candidates scored the mark on **Question 36**. Many candidates wrote *plutôt* rather than *plus tôt* and showed they had not understood the key concept of starting the work earlier in the day. Likewise, only a few candidates gave acceptable spellings of the verb *nourrir* and *animaux* in **Question 37**. Weaker candidates instead wrote what they heard first on the recording before the cue *remercier* was heard on the recording. Consequently, such candidates said that the girls had eaten with the family which did not answer the question. On **Question 38**, candidates were able to identify that Mélodie had not had problems of communication as she was in a *pays francophone*. On **Question 39**, the majority of candidates were successful in identifying *paysages* and *magnifiques*. **Question 40** was at an appropriate level for a final question and only a few candidates identified the concept of people being *ouverts d'esprit*.

FRENCH

<p>Paper 0520/21 Reading</p>

Key messages

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

- select carefully only the information from the text that answers the question, in particular in the last two exercises
- avoid paraphrasing answers in **Section 2 Exercise 2**
- use grammatical markers to assist with the gap fill exercise in **Section 2**.

General comments

Candidates appeared to have sufficient time to complete the paper and almost all candidates were appropriately entered for the examination. Where candidates change their mind about an answer, it is important that they make it clear which one is to be regarded as their final answer.

Comments on specific questions

Section 1

Exercise 1 Questions 1–5

This exercise was generally accessible, but some candidates did not know *gare routière* in **Question 2**.

Exercise 2 Questions 6–10

Marks for this exercise were generally high.

Exercise 3 Questions 11–15

This exercise was accessible for candidates. In **Question 12**, *car* was not always well-known.

Section 2

Exercise 1 Questions 16–20

For this exercise, candidates completed statements in French, choosing words from a list. Some candidates did not use the grammatical markers in the sentences to assist with narrowing down their options. Many candidates did not answer **Question 17** correctly.

Exercise 2 Questions 21–29

For this exercise, candidates were required to read a more extended text in the form of Nicole writing about her mobile phone. The text was mostly straightforward and the vocabulary covered familiar topics. Most candidates answered the questions well. Although long answers are not required, and often only a few words would answer the question, many candidates chose to copy a complete sentence from the text for each question. For this exercise, extraneous material and incorrect tenses are often ignored as long as they do not in some way invalidate the candidate's correct response.

In **Question 21**, some candidates wrote that Nicole had received her mobile phone for her 3rd birthday. In **Question 23**, candidates who gave additional occasions when mobile phone usage was allowed in school invalidated their answer. For **Question 26**, some candidates did not understand the question word *où* and answered that Nicole had gone shopping.

Section 3

Exercise 1 Questions 30–34

In **Section 3**, examiners are expecting a higher level of attention to detail and for candidates to be more selective of the information they take from the texts. In this exercise, candidates should not just write the opposite of the statement but need to look for the alternative information.

For **Question 30**, most candidates identified the statement as false and successfully corrected it. Most candidates also identified **Question 31** as false, but did not provide a correct justification. A simple lift from the text was required, but some candidates invalidated their answer by adding extra material or paraphrasing. In **Question 33**, most candidates kept the present participle in their answer, which could not be awarded.

Exercise 2 Questions 35–41

This final exercise was intended to be the most challenging part of the paper. Candidates did not gain the marks if they included information that was not necessary to answer the question. Some candidates left answers blank in this exercise and only a minority scored full marks.

With **Question 35**, the inclusion of the word *français* sometimes invalidated an otherwise correct answer. For **Question 36**, some candidates targeted the wrong part of the text and wrote answers relating to moving out of their flat. For **Question 39**, many candidates recognised that a length of time was required. However, candidates did not always read the text carefully enough to select the right one.

FRENCH

<p>Paper 0520/22 Reading</p>
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Key messages

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

- select carefully only the information from the text that answers the question, in particular in the last two exercises
- ensure that they are familiar with key question words
- attempt all questions, especially in multiple-choice exercises.

General comments

Candidates appeared to have sufficient time to complete the paper and almost all candidates were appropriately entered for the examination. Where candidates change their mind about an answer, it is important that they make it clear which one is to be regarded as their final answer.

Comments on specific questions

Section 1

Exercise 1 Questions 1–5

This exercise was accessible to almost all candidates. Not all candidates knew *patinoire* and *chaussures* in **Questions 2** and **4**.

Exercise 2 Questions 6–10

Marks for this exercise were generally high and full marks were common.

Exercise 3 Questions 11–15

This exercise was accessible for candidates. In **Question 11**, *la rentrée* was not well-known and **C** was often chosen for **Question 12**.

Section 2

Exercise 1 Questions 16–20

For this exercise, candidates completed statements in French, choosing words from a list. Some candidates did not use the grammatical markers in the sentences to assist with narrowing down their options. Many candidates did not gain marks for **Questions 17**, **18** and **20**.

Exercise 2 Questions 21–30

For this exercise, candidates were required to read a more extended text in the form of a blog from Sabine about a recent short holiday with her family. The text was mostly straightforward and the vocabulary was familiar. Most candidates answered the questions well. Although long answers are not required, and often only a few words would answer the question, many candidates chose to copy a couple of sentences from the text for each question. For this exercise, extraneous material and incorrect tenses are often ignored as long as they do not in some way invalidate the candidate's correct response.

In **Question 24**, some candidates misunderstood the meaning of *comment* in this particular question and replied mentioning a form of transport. For **Question 25**, some candidates had understood that a timing was required, but chose *pendant le festival* instead. With **Question 28**, some candidates invalidated their answer by making reference to the hotel being old, or instead referred to the restaurants being crowded. Some candidates had misunderstood the meaning of *temps* in **Question 29** and gave a day rather than a weather condition.

Section 3

Exercise 1 Questions 31–35

In **Section 3**, examiners are expecting a higher level of attention to detail and for candidates to be more selective of the information they take from the texts. In this exercise, candidates should not just write the opposite of the statement but need to look for the alternative information.

Many candidates identified the false statements successfully. For **Question 33**, incorrect answers mostly involved selecting the wrong part of the text or writing *la femme* without including *de Raymond*. For **Question 34**, candidates often invalidated their answers by adding extraneous material, such as a reference to the cold. For **Question 35**, some candidates wrote about Raymond avoiding boats.

Exercise 2 Questions 36–42

This final exercise was intended to be the most challenging part of the paper. Candidates did not gain the marks if they included information that was not necessary to answer the question.

Very few candidates were successful for **Question 36** and the use of the present participle was the most common reason for **Question 37** not being awarded. **Question 41** was usually answered well, but some candidates invalidated their answer by adding *ont été*, possibly thinking it meant in summer. Many candidates answered **Question 42** correctly by changing *ma* to *sa* in their answer.

FRENCH

Paper 0520/23
Reading

Key messages

In order to maximise their chances of success on this paper candidates should:

- read all rubrics, text and questions very carefully
- ensure that any changed answers are clear and unambiguous
- write answers in French that are brief, focused and coherent
- leave adequate time to check their work.

General comments

Candidates appeared to have sufficient time to complete the paper and almost all candidates were appropriately entered for the examination. Where candidates change their mind about an answer, it is important that they make it clear which one is to be regarded as their final answer.

Comments on specific questions

Section 1

Exercise 1 Questions 1–5

This exercise was generally accessible, but some candidates did not know *manteaux* in **Question 4**.

Exercise 2 Questions 6–10

This exercise was very well done.

Exercise 3 Questions 11–15

This exercise was accessible for candidates. In **Question 13**, some candidates did not recognise *s'entendent bien*.

Section 2

Exercise 1 Questions 16–20

For this exercise, candidates completed statements in French, choosing words from a list. Some candidates did not use the grammatical markers in the sentences to assist with narrowing down their options.

For **Question 16**, many candidates incorrectly chose *familles* to complete the sentence. **Questions 17, 18, 19** and **20** were, overall, answered well.

Exercise 2 Questions 21–30

For this exercise, candidates read a letter from Victor inviting David to come to France for a visit. The text was mostly straightforward and the vocabulary covered familiar topics. Most candidates scored very well on this exercise, showing good understanding of most of the question words and of the text. Although long answers are not required, and often only a few words would answer the question, many candidates chose to copy a complete sentence from the text for each question.

In **Question 21**, a brief answer such as *pour inviter David* was required. **Question 22** was generally found to be accessible but some candidates targeted the wrong information and mentioned the distance from Tours. **Questions 23, 24, 25** and **26** were generally answered well but, in **Question 27**, some candidates thought that *qui aimerait faire ta connaissance* was Philippe's passion. **Questions 28, 29** and **30** were generally also answered well.

Section 3

Exercise 1 Questions 31–35

In **Section 3**, examiners are expecting a higher level of attention to detail and for candidates to be more selective of the information they take from the texts. In this exercise, candidates should not just write the opposite of the statement but need to look for the alternative information.

Some manipulation of the language was required to answer **Question 31** but, for **Question 32**, a selected lift from the text was enough to correct the statement. In **Question 34**, not all candidates replaced *son mariage* with *la naissance de son premier enfant*.

Exercise 2 Questions 36–42

This final exercise was intended to be the most challenging part of the paper. Candidates did not gain the marks if they included information that was not necessary to answer the question. Most candidates attempted answers to all the questions.

In **Question 36**, candidates who lifted directly from the text often invalidated their answer with *qui*. **Questions 37, 38, 39, 40** and **42** could be answered with precise lifts from the text. It was necessary to make some manipulation of the language to answer **Question 41**. Many candidates answered *elle pouvant pas trouver de travail dans une station de ski* which could not be awarded.

FRENCH

<p>Paper 0520/03 Speaking</p>

Key messages

- Candidates were usually well prepared for the role play tasks, but some Examiners deviated from the set tasks and script. This disadvantaged candidates.
- Timings in most centres were correct but, in some centres, candidates were disadvantaged as the tests were extremely short or very long in the conversation sections. In some cases, a conversation section was missed out. Marks can only be awarded for sections if they are attempted.
- Topic coverage was satisfactory in most centres. Some centres needed to cover a wider range of topics across their candidature as a whole in the Topic presentation/conversation section.
- Centres should ensure that questions to test past and future tenses are asked in **both** the Topic conversation and the General conversation sections.
- The best work was heard in centres in which spontaneous and natural conversations developed.
- In centres with more than one Examiner, it was not always clear how the internal moderation had taken place as details were sometimes not included with the sample.

General comments

The general standard of work heard was good and covered a very wide range of performance. Candidates were generally aware of the demands of the test and had usually prepared well. Examiners were usually sympathetic to their candidates and helped them to work for the marks and gave them the opportunity to show what they knew and could do.

Centres are reminded that candidates must not be allowed to do any writing during their preparation time and must not be allowed to bring any written materials with them into the preparation area.

It is in the interest of fairness to all candidates to make sure that each candidate is given the full examination time of 5 minutes for **each** of their two conversation sections. If the Topic conversation and the General conversation sections are too short, candidates are not given the opportunity to develop their ideas and opinions nor the opportunity to use a range of structures and tenses. Conversations which are too long can also disadvantage candidates. Examples of past and future tenses can only be credited within the stipulated timings of the test.

In the conversation sections, Examiners who included unexpected questions in a spontaneous, natural way went beyond the straightforward “closed” questions and gave their candidates the possibility of scoring in the Good band or above on Table B, Communication. It is essential to include questions which will elicit past and future tenses in both conversation sections as candidates need to show they can use both of these tenses accurately for a mark of more than 6 to be awarded on Table C, Language.

If more than one Examiner is used in a centre, the marking of each Examiner should be checked. If adjustments to marks are necessary, they must be made before the sample is chosen. Please ensure that any marks amendments are applied to the whole of the Examiner's group and not just the sample candidates heard. If internal moderation has taken place, please ensure that the final centre mark has been entered correctly on the MS1. Centres are reminded that full details of moderation procedures followed in the centre should be sent with the sample recordings.

Application of the mark scheme

Examiners must adhere to the script of the role plays and not change tasks. If cues are missed out or changed, candidates will be disadvantaged. Short responses in the role plays, if appropriate, can earn a mark of 3. If there are two parts to a task, Examiners are free to split the task, but if only one part of a task is completed by the candidate, the maximum mark which can be awarded is 1. If a candidate uses a verb to

complete a task and makes an error of tense or conjugation, a mark of 2 and not 3 is appropriate. Apart from the task in Role Play A which requires the candidate to listen to two options and then choose one, candidates cannot be awarded marks for material given by the Examiner which is then repeated by the candidate.

In the Conversation sections, the marking tended to be generous in a number of centres. In such centres, marks were often awarded in the higher bands when there was no evidence that candidates could respond in a spontaneous way to unexpected questions or that they could communicate consistently and accurately in past and future tenses.

Candidates cannot be awarded high marks if they can only respond to very closed straightforward questions which do not enable them to develop and justify their points. Examiners must pitch the level of questioning at a different level for candidates of different abilities.

Impression marks were usually awarded fairly in centres.

Comments on specific questions

Role plays

Please remember to check the number of the candidate's card before starting the test and to enter the number of the card on the working mark sheet.

Examiners should prompt candidates to try to attempt all tasks. Overlong answers should not be encouraged as marks can only be awarded for the set tasks. If candidates add material extra to the set task, it may distort meaning and detract from an otherwise correct answer.

On all the Role Play A situations, there is always a task which requires candidates to listen and choose from the two options offered by the Examiner. If one of these options is not chosen by the candidate, the appropriate mark to award is 0. Likewise, there is always one task which requires candidates to respond to an unexpected question on the Role Play B situations.

A Role Plays

Candidates generally found these role plays to be accessible and even the weakest candidates were usually able to score at least one mark on each task. Examiners should always query unclear pronunciation if the meaning of the utterance is unclear.

Examiners should introduce Role Play A and start off the conversation. English should not be used to introduce the test. Once started, the whole of the test should be conducted in French.

Visit to a château

This role play was well attempted by candidates. On **Task 1**, nearly all were able to greet appropriately and say they wanted to do a guided visit of the *château*. On **Task 2**, most were able to opt for one of the choices offered by the Examiner. On **Task 3**, nearly all candidates gave a number successfully. On **Task 4**, the pronunciation of *plan* was problematic for many. Good attempts were made on **Task 5** with many able to formulate a correct and appropriate question. Those who asked about where the toilets were often mispronounced *toilettes* or gave a singular verb such as *Où est les toilettes ?*

In the tourist office

Candidates generally approached this situation well. Nearly all candidates could greet and say they wanted to go on a boat trip on **Task 1**. On **Task 2**, most were able to give a day of the week. **Task 3** required candidates to choose one of the options provided in the cue by the Examiner. Some candidates mispronounced *port* but generally the task was well done. On **Task 4**, the candidates were required to give a number of people. Most, when prompted, could give a number but some used an inappropriate verb such as *je suis deux personnes*. On **Task 5**, nearly all candidates remembered to thank but some found difficulty when asking the price or pronouncing *toilettes* well.

Buying a birthday cake

This role play was approached well. Candidates were generally successful on **Task 1**. On **Task 2**, most were able to opt for one of the choices offered by the Examiner. Those who chose *adulte* sometimes mispronounced it. On **Task 3**, many candidates gave a number when asked for the age of the friend but often omitted the *ans*. Sometimes, those who opted to give a full sentence often gave the age with the verb *être* rather than *avoir*. **Task 4** was usually communicated well with most opting for *crème* or *chocolat*. Many mispronunciations of *chocolat* were evident this year. Good attempts were also made on **Task 5**, but some candidates asked *Combien de prix?* when asking the price and could not be awarded full mark.

B Role Plays

These role plays were deliberately more demanding than the A Role Plays. They required the ability to use different tenses, to explain, to apologise, or give an opinion. They differentiated well, but even the weakest candidates could usually score some marks on some of the tasks when prompted appropriately.

Phoning a hotel

Candidates usually approached this situation quite confidently. On **Task 1**, most were able to explain why they were phoning but some used an incorrect form of register to the hotel owner. On **Task 2**, quite a few candidates needed reprompting and did not always understand *libre* in the cue. Candidates who gave a date or a period of time such as *en juin / la semaine prochaine* gained the marks. **Task 3** required candidates to state that they had already worked in a hotel and say what kind of work they had done. Some candidates did not attempt the first part of the task. Candidates who combined the tasks with utterances such as *j'ai travaillé dans un hôtel comme réceptionniste* fulfilled both parts of the task. Candidates needed to use a past time frame tense to gain full marks. Most were able, on **Task 4**, to give an opinion about their work. To gain the marks here, two details were required. On **Task 5**, a correctly formulated question was required for the mark of 3 to be awarded. Those who chose to ask about the salary often mispronounced *salaires*. Questions here were not always formulated correctly. Some of the better responses heard opted for other questions such as *Est-ce qu'il y a un uniforme ?* and were successful.

Phoning the owner of a holiday house

Most candidates approached **Task 1** fairly confidently and could rephrase the rubric and explain that they were going to be late. On **Task 2**, many could communicate a time of arrival, especially when reprompted if necessary. Others who chose to use a verb often stated *j'arrivé*. In such cases, a mark of 2, not 3, was appropriate. Those who just offered a time were more successful as a brief but appropriate response could score 3 marks. Weaker candidates often did not give two details about why they were late in **Task 3**. To be successful here, any verbs used needed to be in an appropriate past tense. A few candidates said the car had broken down or the train or plane was late. Others sometimes said they had been ill or had gone to the shops. Many candidates understood that they needed to make an apology on the first part of **Task 4**. The second part of the task was less well done with many unable to use the correct part of the verb. Some forgot that they were talking to *Monsieur/Madame Pennac* on **Task 5** and used an incorrect form of register. There were many instances of *Où habites-tu exactement ?* or *Où habite Monsieur/Madame Pennac ?* The better candidates were able to ask correctly *Où habitez-vous exactement ?* and gained 3 marks.

Talking about a school trip

Most candidates approached this situation fairly well. On **Task 1**, candidates were usually able to reformulate the rubric and state why they were phoning but some inserted the *lui* from the rubric which made the statement ambiguous. On **Task 2**, most were able to state where they went and say what they did. Many talked about visiting theme parks or going on a longer school trip to game reserves or another country. Candidates who replied using past tenses correctly were able to score 3 marks. **Task 3** was not always done well. Weaker candidates did not understand the question in the cue and did not realise they were being asked about how they had travelled. Here, short responses such as *en car* gained full marks for the task. Good attempts were made on **Task 4** with most being able to give a positive opinion about school trips. Sympathetic examining ensured that both parts of the task were attempted and that a reason for liking school trips emerged. On **Task 5**, those who used one of the given examples usually managed to ask an appropriate question but did not always use an appropriately conjugated verb.

Topic presentation and conversation

A full range of performance was heard on a variety of suitable topics and candidates had usually prepared their material well. Many candidates talked about a particular pastime or sport, life at school, the environment, their family, their ambitions, life in another country or a holiday. The best presentations were presented at a reasonable speed, were not rushed and were of the appropriate length of between 1–2 minutes. The total timing (including the presentation) should be 5 minutes. The best examining heard did not require candidates to repeat material already heard in the presentation. Some candidates prepared *Moi-même / Ma vie* as a topic. This topic is to be avoided as this can replicate the General conversation section.

There was frequently a drop in performance when candidates moved away from their prepared material and had to converse more freely on their chosen topic. Some candidates chose topics which were very challenging at this stage of study and which relied on statistical, over factual or background general knowledge. It is important that candidates choose a topic in which they are interested and about which they can express and justify their opinions. The most able candidates were usually capable of sustaining a consistent performance in the Topic conversation part of this section of the test. Such performances were characterised by opinions, justifications and routine explanations which made use of a wide range of vocabulary, structures and accurate language.

This part of the test is intended to give candidates the opportunity to go into depth on one topic rather than cover several topic areas. Centres should ensure that they cover a good range of topics across the centre as a whole. The range of presentation topics in a few centres was narrow. A variety of topics across a centre enables spontaneous and natural examining to take place, ensures good syllabus coverage and avoids repetition of similar questions from candidate to candidate.

Centres are reminded that past and future questions should be asked in both of the conversation sections. To score a mark of more than 6 for Language, candidates must show that they can use not just the present but also past and future tenses.

It always helps candidates when the end of this section of the test is indicated with a phrase such as *Maintenant, on passe à la conversation générale*.

General conversation

In this section of the test, many Examiners were aware of the need to ask questions to elicit past and future tenses, but timings were sometimes inconsistent. This section of the test should last 5 minutes.

Centres should cover only two or three topics in this part of the test and cover a good range of different topics across the candidature as this enables spontaneous and natural examining to take place. The General conversation topics must differ from the topic chosen by the candidate for the presentation.

The best examining featured an announcement as to which topic was going to be discussed and then, at the end of this topic, an indication as to which topic was going to be discussed next. Concentrating on two or three topics enables the Examiner to go into depth on fewer topics rather than cover more topics superficially. With some candidates who are less able, it may sometimes be necessary to cover more topics in less depth in order to keep the conversation going.

Questions which are very straightforward, and which require simple short responses do not give candidates access to the upper mark bands for both Communication and Language. The best Examiners gave candidates logically related questions on a topic and featured some open-ended questions which invited candidates to develop or explain an answer or reason for an opinion. This meant that candidates could try to develop their answers in a natural way.

Many candidates communicated well on topics such as family, holidays, life at home, school routine, life in the town/country, future plans and ambitions, the environment, leisure activities, food and drink and healthy lifestyle. Work heard illustrating standards at the lower end of the marking bands for Language showed some manipulation of structures, some awareness of verbs and a limited vocabulary. Work illustrating the performance in the middle bands showed the ability to produce some accurate examples in past and future tenses and usage of key Defined Content vocabulary together with some key adverbs of time and common adjectives. The more able candidates could go beyond speaking in the first person and conjugate verbs with different subjects with greater control and consistency. At the top end of performance, candidates communicated ideas in a natural way and made consistent accurate use of a range of structures, appropriate tenses, adverbs, conjunctions and a range of appropriate vocabulary.

FRENCH

Paper 0520/41
Writing

Key messages

- Candidates should read the whole task carefully before starting to write their answers.
- Candidates are advised to highlight or underline key words in questions and sub-tasks.
- Candidates should ensure that they respond in the same time frame as used in the question.

General comments

Work from the full ability range was seen in this session. The gradient of difficulty in the questions allowed the vast majority of candidates to show what they knew and could do.

Comments on specific questions

Section 1

Question 1: Vous êtes dans un magasin de jouets.

To maximise their chances of scoring the five marks available, candidates should provide a list of eight words. The pictures only serve as a guide and candidates are free to use different items provided that they fit the context of the question. Most candidates successfully provided a mixture of vehicles, animals etc. Some candidates did not provide an acceptable spelling for *train*, *patins* and *bateau*.

Question 2: Les repas

Communication

To ensure that they score the 10 marks available for Communication, candidates should check that they have addressed every task and sub-task and have produced clear and concise answers which remain focused on the task. Candidates should not write general introductions to their essays as these cannot be rewarded.

For **Task 1**, candidates could gain several marks if they gave lots of details. A verb is necessary for a Communication mark to be awarded. Candidates who wrote *ma mère fait la cuisine en semaine et mon père le week-end* could only score one mark. Candidates who explained *en semaine, ma mère fait la cuisine mais le week-end mon père fait la cuisine* scored two marks despite using the same verb twice.

Task 2 was sometimes misunderstood. Candidates were asked to describe what they did to help prepare the meals. *J'aide ma mère à préparer les repas* could not be rewarded as it did not explain what the candidate did. Candidates who gave a list of tasks, e.g. *je fais la vaisselle / je lave les légumes / j'achète les ingrédients*, were all rewarded.

For **Task 3**, some candidates missed the key word in the question and wrote about what they like to eat rather than to prepare. Most candidates liked baking biscuits or chocolate cakes. *J'aime préparer du poisson et des frites* was another favourite dish, however some candidates wrote *poison* instead.

Task 4 required candidates to say whether they preferred eating at home or in a restaurant and explain why. Many candidates gave good reasons for their choices. Some candidates could not score for their preference as they had not used an acceptable spelling for *je préfère*, but they could still be rewarded for a valid justification.

Task 5 required candidates to convey some notion of future time to express what they would like to eat and drink for their next birthday. Some candidates could not score any Communication mark for this last task as they had not used an acceptable form of *je voudrais* + infinitive or *j'aimerais*.

A significant number of candidates could have achieved a higher Communication mark if they had read the questions more carefully. A thorough understanding of various question words is essential if they want to avoid giving irrelevant information. Candidates must also be reminded that justifications can only be rewarded if required by the task. Candidates should be prepared to invent answers and use words and expressions with which they are confident rather than real facts.

Language

The vast majority of candidates scored 4 or 5 for Language. They produced pieces of work which were coherent and showed that they could use relevant verbs and vocabulary with a fair degree of accuracy. To maximise their chances of scoring in the top bands for Language, candidates must ensure that they use the time frames used in the tasks.

Section 2

Candidates should read each option carefully before making their choice and take into consideration the vocabulary, verb tenses and structures which will be needed to respond effectively to the question. The vast majority of candidates kept to the recommended word count.

Question 3 (a): Un voyage en autocar

60% of candidates chose this option.

In **Task 1**, candidates had to say where and with whom they had travelled on the bus. This task was very successful as any destination (country, city or region) was rewarded.

Many candidates scored the two marks available for **Task 2**. Many simply stated *j'ai écouté de la musique*, *j'ai bavardé avec ma sœur* or *j'ai pris des photos*. Some candidates misunderstood the task and described what they did during their whole journey rather than when they were on the coach. *J'ai visité des villes touristiques* or *j'ai mangé dans des restaurants typiques* could not be rewarded.

In **Task 3**, candidates were expected to make general comments about the advantages of travelling by coach. Candidates were expected to use the present tense to successfully complete the task. Candidates who referred back to their last journey, using a past tense, only showed partial communication. Some candidates thought that *un autocar* was a camping car. Several referred to the comfort of the beds, how the kitchen was well equipped or that you can stop wherever/whenever you want. Candidates who successfully answered the question often mentioned *ce n'est pas cher* or *l'autocar est confortable*.

In **Task 4**, candidates were expected to make general comments about coach journeys, but this time about possible disadvantages. Many candidates complained that *il n'y a pas de toilettes dans l'autocar* or *le voyage est long/lent*. As in the previous task, candidates who referred back to their last journey, using a past tense, only showed partial communication and could only score one mark.

For **Task 5**, candidates were expected to say how they would travel if they went on a long journey. A verb in the conditional was required. However, a verb in the future tense also gained the two Communication marks available. The question word *comment* was not widely understood and some candidates answered with whom or where they would like to go.

Question 3 (b): Une visite scolaire dans une ville touristique

36% of the candidates chose this option.

For **Task 1**, candidates were asked to say what the town they had visited was like. A past tense was required but many candidates used the present tense and could only score one mark. The adjectives used to describe the town were often basic with many candidates relying on *grande*, *petite* or *belle*.

Task 2 was very well done. *J'ai mangé dans un restaurant / j'ai visité un musée / je me suis promené(e) dans la ville* easily scored the two marks available.

In **Task 3**, some descriptions of the monuments that the candidates visited were very imaginative. Even though, at times, the language was basic, the message was clearly conveyed and enabled the candidates to score the two marks available for the task.

Task 4 was very successful as candidates showed a good understanding of the comparatives *plus/moins ... que*. Many mentioned *il y a plus de monuments / les gens sont plus sympa / la ville est moins sale/dangereuse*.

For **Task 5**, candidates had to convey an idea of future to explain what they would like to do for their next school trip. Most candidates successfully used *j'aimerais / je voudrais* with either *aller* or *visiter*. Countries, cities as well as buildings were all rewarded.

Question 3 (c): Les problèmes de l'environnement

Only 4% attempted this option.

Some of the candidates who chose this option did not always have the linguistic skills to manage the storyline. The lack of essential vocabulary often resulted in the use of English words.

For **Task 1**, some candidates could not meaningfully express what was wrong with the park. Many wanted to say that they could see rubbish everywhere but did not know the word *déchets*. Those who used specific words such as *papiers*, *plastique* or *bouteilles* conveyed a clear message and scored the two marks available.

In **Task 2**, candidates had to explain what they had done to address the problem. The verb *ramasser* was not widely known and some candidates used the verb *prendre* instead. *J'ai mis les papiers dans les poubelles* was a very straightforward way of fulfilling the task.

For **Task 3**, many candidates indicated that a wider approach was necessary and mentioned *j'ai téléphoné à mes amis* or *j'ai mis des posters dans mon école*.

In **Task 4**, some candidates listed the ecological actions which must be taken on a daily basis at home. The verb used in the question was in the conditional and a similar tense should have been used in the answer. Candidates who used a verb in the present tense could not score the two Communication marks for this task.

Task 5 was well done as candidates were able to list several dangers facing the environment. Apart from *le réchauffement climatique* and *les déchets plastiques*, a few candidates mentioned *les hommes* and *la société* as being the main dangers.

Verbs

To enhance their overall marks for Communication and Verbs, candidates must pay careful attention to the tense required by the task. Using a present tense when a past tense is required (or vice versa) incurs a double penalty as the sentence can only achieve partial communication and the verb cannot be rewarded.

The repetition of *avait* or *était* should be avoided as verbs can only be awarded the first time they are used. Some candidates offered a wide variety of verbs in different forms throughout their essays.

Candidates should also pay attention to the verbs provided in the rubrics and questions to avoid unnecessary spelling errors.

Other linguistic feature

To maximise their chances of achieving marks in the top three bands for Other linguistic features candidates need to check carefully what they have written. Particular care should be taken with the agreements of adjectives and past participles and the spelling and gender of common nouns. There were frequent errors of spelling in common adjectives, adverbs, prepositions and in key words which had been provided in the questions.

Essays must give evidence of complex structures, variety of relevant vocabulary and a fair degree of accuracy. The repetition of *parce que*, *car* or *je pense que* does not demonstrate the level of control and variety expected for the top bands.

FRENCH

Paper 0520/42
Writing

Key messages

- Candidates should attempt to provide eight individual items in **Question 1**.
- In **Question 2**, candidates must address all the individual tasks and not respond simply to the title.
- The final task in **Question 2** always requires a change of tense.
- Candidates should respond to each task in **Question 3** in the tense indicated in the rubric.
- Candidates aiming for the highest grades should make sure that they check their work carefully for basic errors.
- In **Question 3**, in order to access the top bands for Other linguistic features, candidates must demonstrate that they can use the complex structures which are detailed in the specification.
- Candidates should always aim for a high standard of legibility and presentation.

General comments

The control of verb forms is not critical for success in **Question 2**. However, in **Question 3**, control of verbs is much more important and candidates must respond in the tense indicated in the task.

The ablest candidates were able to demonstrate, among other things, varied sentence patterns using subordinate clauses (e.g. *quand, si, parce que, car, qui*), object pronouns, linking words/conjunctions (e.g. *donc, cependant*), strong negatives (*ne...jamais, ne...plus*), comparative/superlative forms of adjectives and adverbs, prepositions (e.g. *depuis, pendant, pour*) and were familiar with some less common vocabulary, pertinent to the subject matter.

It is important for all candidates to show control of basic structures, including correct spelling, gender, adjectival agreement, possessive adjectives, expressions of quantity and common prepositions. Without this they will not access the top most bands

The word count is a recommendation and not an absolute requirement. If candidates write over the word limit, they should not indiscriminately remove parts of their response. The act of editing a piece on completion is quite difficult, especially if there is little time available. Some candidates crossed out details which were vital for the successful completion of the task.

Comments on specific questions

Section 1

Question 1: Au terrain de camping

Most candidates easily achieved the five available marks. The mark scheme identifies the various acceptable spellings. Candidates did not appear to be very familiar with *sac de couchage* and *arbre*, which was variously written as *arbe / abre*.

Question 2: Mon collègue

Some candidates did not fully understand what was required in this exercise. The title is an indication of the broad theme of the question: some candidates wrote their essay exclusively based on the title rather than answering the specific tasks set.

Communication

Task 1 invited a simple description of the candidates' school. This was an opportunity to gain a number of marks. Candidates are expected to use the acute accent on adjectives which come from past participles. Candidates who wrote *mon collègue est situé à...* gained the mark whereas candidates who offered *mon collègue est situe à...* were not rewarded.

For **Task 2**, candidates were required to say what they do at lunchtime. Many candidates provided a number of details. Candidates gained marks for stating what they do; those who chose to describe lunchtime at the school, e.g. *la nourriture à la cantine est bonne*, did not gain marks for such details.

Task 3 invited comments about the school rules. Marks were awarded for stating whether or not candidates approve of the rules and for any relevant explanations. Not all candidates understood the meaning of *le règlement* and their answers indicated that they thought it referred to the school's routine. In such cases, candidates still gained a mark for stating their approval/disapproval, e.g. *j'aime le règlement / je n'aime pas le règlement*.

In **Task 4**, candidates had to use a future time frame to indicate what they will do after their exam. Some candidates gained many marks by giving a number of details. Some wrote *je vais rentrer à la maison*. Some indicated that they needed to rest (*je vais dormir / je voudrais dormir*). Candidates who took a longer term view also gained marks for information such as *je vais devenir médecin* or *je voudrais travailler dans un hôpital*.

Language

The vast majority of candidates scored 4 or 5 for Language. They produced pieces of work which were coherent and showed that they could use relevant verbs and vocabulary with a fair degree of accuracy. To maximise their chances of scoring in the top bands for Language, candidates must ensure that they use the time frames used in the tasks.

Section 2

Question 3(a): Un repas

This question attracted 41% of candidates.

Communication

Task 1 asked candidates to state when and for whom they prepared a meal. Typical responses included *le week-end dernier j'ai préparé un repas pour ma mère*. Some candidates framed their answer using more complex sentence patterns. Many candidates did not respond to the past tense used in the rubric and instead stated what they normally do in the present tense or what they planned to do using a future time frame.

Task 2 was the most challenging of the five tasks as it required candidates to give details of a problem that they had whilst preparing the meal. Some explained that they were short of ingredients (*j'avais oublié d'acheter des tomates*) and some mentioned a technical problem (*il n'y avait pas d'électricité*). Others admitted their mistakes (*il y avait trop de sel dans le potage*) or had an accident (*je me suis coupé le doigt*).

There were many ideas in the responses to **Task 3** regarding the importance of helping at home (*les jeunes apprennent à être indépendants / les parents vont être contents*). Candidates who wanted to say that helping around the house would facilitate their lives in the future often struggled with the complexity of language needed.

Task 4 invited candidates to state their preference for *les repas traditionnels* or *la cuisine rapide*. Opinions were divided but there appeared to be a majority preferring traditional food (*je préfère les repas traditionnels, parce que les ingrédients sont frais*). Candidates with different tastes suggested: *je préfère la cuisine rapide parce que je suis paresseux*.

There was much variety in the responses to **Task 5** over the desire to work in a restaurant. This was an accessible task and generally candidates understood the need to use the tense in the rubric, at least in the first part of their answer. Opinions were again divided: *je voudrais travailler dans un restaurant parce que l'ambiance dans un restaurant est formidable / je n'aimerais pas travailler dans un restaurant car je voudrais devenir médecin*.

Verbs

Consistency and accuracy are essential. It was possible to respond to each of the tasks by adapting the verbs in the rubrics and using other common verbs, such as *aider, aimer, détester, faire, manger, préférer, préparer, travailler, vouloir...* Candidates who successfully managed **Task 2** used familiar verbs and structures, e.g. *le four était en panne / il n'y avait pas de beurre / j'ai oublié le pain...* Some candidates had a wider knowledge, e.g. *j'ai brûlé la viande / j'ai laissé tomber le plat / je me suis coupé...* Verbs must be in the tense indicated by the rubric. *Je préparé* or *j'ai préparer* were common errors. In the last task, *je voudriez travailler / je ne vodrais pas / je voundrais* were frequently seen and could not be awarded.

Other linguistic features

Few candidates showed control of simple grammar and more complex sentence patterns for marks at the top of the mark range. Candidates used some conjunctions (*car, parce que*) and occasionally the relative pronoun *qui*, but there was little evidence of *où, pendant que, quand*. One structure which candidates used with some success was the comparison: *les repas traditionnels sont plus sains / plus délicieux que la cuisine rapide*.

Question 3(b): Une semaine de formation sportive

Just over 53% of candidates chose this option.

Communication

Task 1 invited candidates to state what activity they chose to do during the week. A simple manipulation of the question was all that was required, e.g. *j'ai choisi le foot*. Some chose to use a different verb, e.g. *j'ai fait de la danse*. Both patterns were rewarded. A significant number of candidates responded in the wrong tense, e.g. *je vais choisir le tennis*.

Task 2 invited candidates to give details of a typical day during the sports week. Many candidates did not understand that the response needed to be in the past tense; many also gave extensive details about their normal morning routine instead of focusing on the sporting activities. Typical of the successful answers were: *j'ai couru pendant une heure / j'ai appris à nager rapidement / nous avons commencé à huit heures et nous avons fini à onze heures*.

Task 3 required candidates to state where they normally prefer to do their sport. Many gained the two available marks for statements such as: *je préfère faire du sport au collège* or *je préfère faire de la natation à la mer*. A number of candidates added a reason, which was not required, but it gave them the opportunity to demonstrate knowledge of more complex language: *je préfère faire du sport à l'école parce que c'est plus amusant avec mes amis*. Candidates sometimes did not respond in the tense used in the rubric. Those who expressed the idea in a past or future tense only gained one mark.

For **Task 4**, candidates were asked for an advantage of regular sporting activity. Typical of the responses were: *les sports sont importants pour la santé* or *le sport m'aide à rester en forme*. Once again, there was the opportunity for candidates to use some more sophisticated structure to convey their ideas.

As with the first task, **Task 5** demanded simple manipulation of the verb in the rubric and a detail about the sport that they would like to try out: *je voudrais faire du patinage / je voudrais aller à la pêche*. Here too, candidates frequently added a reason for their choice: *parce que je ne l'ai jamais fait / parce que mon frère dit que c'est intéressant*.

Verbs

Candidates could answer this question using a number of common verbs: *aimer, aller, faire, jouer, pratiquer, préférer*. Verbs must be in the tense indicated in the rubric: candidates who do not respond in the correct tense cannot gain full marks for Communication and Verbs. Many candidates wrote *je choisi* instead of *j'ai choisi*.

Other linguistic features

Competent use of complex sentences, accurate spelling and consistent use of basic grammar can raise the mark for this category. Errors such as *le natation, fatiguant, parce que il, à le stade, au mon collège, dans la mère* were frequently seen.

Question 3(c): Ma première journée de travail

Fewer than 6% of candidates chose this option. It demanded a narrative requiring the consistent use of past tenses.

Communication

Task 1 asked candidates to explain why they missed the bus on their first day at work. Candidates gave various responses: *je ne pouvais pas trouver mes lunettes / j'ai oublié mon sac à la maison / le soir avant je suis sortie avec mes parents car c'était l'anniversaire de mon père*. The pluperfect tense was necessary in some of the statements offered but, for Communication, the mark scheme allows any past tense.

For **Task 2**, candidates had to say how they felt when they realised that they had missed the bus. Many candidates successfully conveyed their emotions: *j'étais furieuse / j'étais découragé / j'ai paniqué*.

Task 3 asked for details of how they managed to get to work. Some candidates found a simple way of conveying the information, e.g. *j'ai décidé de courir au bureau / j'ai marché en ville*. Others stated that they contacted someone else, e.g. *j'ai téléphoné à mon frère*, but such ideas also required a further detail to convey exactly how they travelled to work.

For **Task 4**, candidates needed to state what they said to their employer. A few candidates used the language they knew to convey the idea, e.g. *j'ai expliqué à mon patron ce qui s'est passé / j'ai dit à ma patronne « Je suis désolée, madame »*. Many candidates tried to give an explanation for which they did not have the appropriate vocabulary and structure.

The response of the boss was required for **Task 5**. This could be done using familiar language, e.g. *le patron était furieux*. A few candidates succeeded in conveying the idea using complex language, e.g. *le patron a dit qu'il n'y avait pas de problème / il a bien réagi / elle a ri quand je lui ai expliqué ce qui s'était passé*.

Verbs

The challenge of this question was to maintain a narrative in the past tense. Many candidates tried to tell a story for which they did not have the necessary language. Some candidates correctly used *décider de*, *expliquer*, *oublier*, *perdre*, *rire*.

Other linguistic features

Candidates used object pronouns, e.g. *j'y suis allé / je lui ai expliqué / elle m'a dit*. Some candidates used a wider range of sentence patterns: *quand je suis arrivé au bureau / après être arrivé / en arrivant au travail*. Candidates should remember that consistent use of agreement is important in this category.

FRENCH

Paper 0520/43
Writing

Key messages

- Candidates should attempt to provide eight individual items in **Question 1**.
- In **Question 2**, candidates must address all the individual tasks and not respond simply to the title.
- The final task in **Question 2** always requires a change of tense.
- Candidates should respond to each task in **Question 3** in the tense indicated in the rubric.
- Candidates aiming for the highest grades should make sure that they check their work carefully for basic errors.
- In **Question 3**, in order to access the top bands for Other linguistic features, candidates must demonstrate that they can use the complex structures which are detailed in the specification.
- Candidates should always aim for a high standard of legibility and presentation.

General comments

The control of verb forms is not critical for success in **Question 2**. However, in **Question 3**, control of verbs is much more important and candidates must respond in the tense indicated in the task.

The ablest candidates were able to demonstrate, among other things, varied sentence patterns using subordinate clauses (e.g. *quand, si, parce que, car, qui*), object pronouns, linking words/conjunctions (e.g. *donc, cependant*), strong negatives (*ne...jamais, ne...plus*), comparative/superlative forms of adjectives and adverbs, prepositions (e.g. *depuis, pendant, pour*) and were familiar with some less common vocabulary, pertinent to the subject matter.

It is important for all candidates to show control of basic structures, including correct spelling, gender, adjectival agreement, possessive adjectives, expressions of quantity and common prepositions. Without this they will not access the top most bands

The word count is a recommendation and not an absolute requirement. If candidates write over the word limit, they should not indiscriminately remove parts of their response. The act of editing a piece on completion is quite difficult, especially if there is little time available.

Comments on specific questions

Section 1

Question 1: Le salon

Most candidates easily achieved the five available marks, but some candidates did not provide at least four acceptable responses. The mark scheme identifies the various acceptable spellings. Candidates did not appear to be very familiar with *fauteuil, rideaux* and *tapis*. Some candidates offered *pendule / horloge* but *montre* was not acceptable. *Lumière* does not refer to an object and could not be rewarded.

Feu, miroir, ordinateur, photo, placard, poster, sofa, téléphone etc. were rewarded.

Question 2: Mes sorties avec mes amis

Some candidates did not fully understand what was required in this exercise. The title is an indication of the broad theme of the question: some candidates wrote their essay exclusively based on the title rather than answering the specific tasks set.

Communication

Task 1 invited candidates to mention how often they go out with their friends during the week. Typical of the answers seen were *je sors avec mes amis deux fois par semaine* or *je sors une ou deux fois chaque mois*. Not everyone stated that they go out during the week. Candidates who offered comments such as *je n'ai pas le temps de sortir avec mes amies mais une fois par semaine je fais une promenade avec mon amie* or *je ne sors pas très souvent dans la semaine* were also rewarded.

For **Task 2**, candidates gained marks for mentioning what they do when they go into town. This provided an opportunity to gain a number of marks: *je vais au centre commercial pour faire des courses / l'après-midi, j'aime faire les magasins ou aller au cinéma / le soir, je fais du bowling avec mes amis et je dîne avec eux*.

Task 3 asked for candidates' preferences and reasons. Most preferred going into town with friends, e.g. *je préfère aller en ville avec mes amis, c'est très ennuyeux avec mes parents*. Other reasons included *car je suis plus libre / c'est plus amusant*. Some preferred to be with their parents, e.g. *je préfère aller en ville avec mes parents parce qu'ils achètent des vêtements pour moi*.

Task 4 asked candidates to use a future time frame for their plans for their next outing, e.g. *je voudrais jouer au tennis*. Most candidates understood that their response must include the use of a future verb form or an adverbial phrase, e.g. *le week-end prochain, la semaine prochaine*, in order to gain the mark.

Language

The majority of candidates scored 4 or 5 for Language. They produced pieces of work which were coherent and showed that they could use relevant verbs and vocabulary with a fair degree of accuracy. To maximise their chances of scoring in the top bands for Language, candidates must ensure that they use the time frames used in the tasks. *Je vodrais / je voundrais* are not rewarded. Some candidates also made errors in verb forms, e.g. *je sorti / je sortir / je préféré allé / je suis aller / je voudriez aller*.

Section 2

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

51% of candidates chose this option.

Communication

Task 1 invited candidates to state what happened during the end of year celebration. The mark scheme allowed for any valid interpretation of an event to mark the end of the school year. For some, this was a sports activity, e.g. *j'ai joué au football dans la cour*. The majority of candidates mentioned activities linked to a party: *on a dansé / nous avons regardé les feux d'artifice*. An activity was required and not a description. Statements such as *il y avait de la musique* or *il faisait beau* were not rewarded.

For **Task 2**, candidates needed to mention what they wore to the party. If they were involved in a sport, they gained marks for statements such as *j'ai porté mon maillot de bain*. Most mentioned clothes such as *j'ai porté une chemise blanche et un pantalon rouge / j'ai mis une robe blanche et des chaussures noires*. Some candidates used the wrong tense, stating what clothes they normally wear to a party, e.g. *je porte mon jean et un t-shirt blanc*. Only one mark was available for such answers. Some candidates attempted to use the verb *s'habiller* which was not appropriate in this context, e.g. *je me suis habillé une chemise bleue*. Very few candidates were able to use the most appropriate verb *mettre*, e.g. *j'ai mis un pull*.

Task 3 invited candidates to state whether they liked parties. *J'adore les fêtes parce qu'il y a toujours de la musique / j'adore danser et chanter / je déteste les fêtes / les gens sont trop bruyants* were typical of the successful responses. Candidates who responded using a past tense, as if commenting specifically on the end of year party, only gained one mark.

Task 4 asked candidates to explain whether they were happy to have reached the end of the school year. One mark was available for stating how they felt and one mark for the reason given.

For **Task 5**, candidates had to state what they would like to do now that school was finished. For some, this was closely tied to their answer for the previous task, e.g. *je voudrais me reposer*. Other candidates had more definite plans for a holiday, e.g. *j'aimerais beaucoup aller en Espagne*. There was a small number of candidates who took a longer term view, e.g. *je voudrais devenir médecin*, and were also rewarded.

Verbs

Candidates could answer this question using common verbs: *aimer, aller, danser, faire, jouer, manger, parler, porter, préférer*. Verbs must be in the tense indicated in the rubric: candidates who do not respond in the correct tense cannot gain full marks for Communication and Verbs.

Other linguistic features

Competent use of complex sentences, accurate spelling and consistent use of basic grammar can raise the mark for this category. Errors such as *un robe vert, des chaussures noir, avec mon famille* were seen.

Question 3(b): Ma nouvelle maison en ville

Fewer than 32% of candidates chose this option.

Communication

Task 1 invited candidates to explain why they moved house. Typical of the successful responses were: *mon père a trouvé un nouvel emploi / notre ancienne maison était trop petite / les voisins étaient affreux*. Some candidates did not have control of the past tense, e.g. *ma mère trouvé un job / la maison été trop froide*.

For **Task 2**, candidates needed to say what happened on the day that they moved. Reference to an action or a reaction to the circumstances gained the marks: *j'ai pris des photos / mes amis m'ont donné beaucoup de cadeaux / j'ai pleuré*. Some candidates described how they felt, e.g. *j'étais triste*, but such comments did not answer the question.

Task 3 required a simple statement about what they like about their new home: *j'aime surtout le jardin qui est plein de fleurs / j'ai la chambre la plus grande*. Candidates who chose to express disapproval also gained 2 marks: *ma nouvelle maison est trop petite, je ne l'aime pas du tout / je suis loin de mes amis*. Some candidates used some complex structures to frame their ideas.

Task 4 was similar in format, inviting a comment on their new district. Candidates offered many ideas, such as: *mon nouveau quartier est propre / beaucoup de jeunes habitent ici / les rues sont tranquilles*. Some candidates omitted this task: perhaps they were not familiar with *quartier*.

Task 5 was very accessible and gave candidates the chance to describe their ideal home. Many candidates gave more than one piece of information. A house on the coast was a popular choice: *j'aimerais acheter une maison près de la plage*. Some candidates named specific countries: *ma maison idéale serait aux États-Unis*. Other candidates identified particular features: *il y aura une piscine / j'achèterais une maison avec un court de tennis*.

Verbs

Consistency and accuracy are essential. It was possible to respond to each of the tasks by adapting the verbs in the rubrics and using other common verbs: *aimer, détester, faire, préférer, vouloir*. Candidates who successfully managed **Task 1** used familiar verbs and structures, e.g. *la maison était trop petite / ma mère détestait la maison / mon père a trouvé un emploi*. Verbs must be in the tense indicated by the rubric. *Je parlé, j'ai parler* were common errors. In the last task, *je voudriez acheter / je ne vodrais pas / je voundrais* were frequently seen and could not be awarded.

Other linguistic features

Few candidates showed control of simple grammar and more complex sentence patterns for marks at the top of the mark range. Candidates used some conjunctions (*car, parce que*) and occasionally the relative pronoun *qui*, but there was little evidence of *où, pendant que, quand*. One structure which candidates used with some success was the comparative: *la nouvelle maison est plus grande que l'ancienne maison / le quartier est plus calme / j'aime mieux ma nouvelle maison*.

Question 3(c): Mon cadeau d'anniversaire

17% of candidates chose this option. Some of the candidates who chose this option did not always have the linguistic skills to manage the storyline.

Communication

Task 1 invited candidates to state how they reacted when they saw the dog. Few candidates answered this task successfully, e.g. *j'ai commencé à pleurer / j'ai été très contente / j'ai remercié ma mère et mon père*. Candidates who answered with more general comments, e.g. *c'était magnifique*, were only awarded 1 mark.

Task 2 required a simple description of the dog: *le chien était noir et blanc / le chien était grand mais très mignon*.

In **Task 3**, candidates needed to state what they did for the dog. There were a variety of responses, e.g. *je suis parti lui faire un petit lit / je suis allé à la cuisine pour chercher de la nourriture pour lui / nous avons joué ensemble dans le jardin*.

For **Task 4**, candidates had to explain why they wanted a dog. Some candidates managed this well: *je suis enfant unique / j'adore les chiens, ils sont mieux que les chats*.

For **Task 5**, candidates had to explain the impact of having a dog: *l'arrivée du chien va améliorer l'ambiance à la maison / je ne serai plus seul / au lieu de jouer sur mon ordinateur, je jouerai avec mon chien et nous nous promènerons dans le parc* were among the few successful answers.

Verbs

Many candidates tried to tell a story for which they did not have the necessary language. It was possible to answer the tasks using familiar verbs, e.g. *acheter, aimer, aller, avoir, être, faire, jouer, préparer*. Structures such as *donner à boire, donner à manger, faire à manger* were not always well-known but some candidates used simpler structures instead, e.g. *j'ai préparé un petit repas*.

Other linguistic features

To maximise their chances of achieving marks in the top three bands for Other linguistic features candidates need to check carefully what they have written. Particular care should be taken with the agreements of adjectives and past participles and the spelling and gender of common nouns. There were errors of spelling in common adjectives, adverbs, prepositions and in key words which had been provided in the questions.