

FRENCH

Paper 0520/12
Listening (Multiple Choice)

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

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

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

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

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

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

General comments

The March 2025 Listening paper consisted of 37 multiple-choice questions. Candidates overall performed well in this paper and most attempted all questions. Candidates should take care when they transfer their answers onto the answer sheet and shade **one** letter only for **Questions 1 to 34**, and **two** letters for **Questions 35 to 37**.

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

Comments on specific questions

Questions 1–8

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

In **Question 1**, over half the candidates incorrectly chose **A**, *le rez-de-chaussée*, instead of **B**. In **Question 2**, most candidates understood *les autobus locaux* and successfully chose **A**. In **Question 3**, most candidates were familiar with *du soleil* and chose **C**. In **Question 4**, under half the cohort recognised *VTT*. **B** was the most frequent incorrect answer, followed by **C**. **Question 5** was attempted well and nearly three quarters of the candidates identified *potage*; the most frequent incorrect answer was **B**, *saucisson*. Many candidates answered **Questions 6** correctly, choosing **D**; option **C** was the most frequent incorrect answer. All candidates answered **Question 7** successfully and nearly all understood *chargeur* in **Question 8**.

Questions 9–14

Here candidates heard a longer extract which featured information about a toy museum. Overall candidates performed very well in this exercise.

Question 9 was attempted well, and many candidates chose the correct price **A**; the most common incorrect answer was **B**. In **Question 10**, many candidates were familiar with *petites voitures*; there was no clear pattern in the incorrect answers. Nearly all the candidates chose the correct answer for **Question 11**. In **Question 12**, many candidates recognised *châteaux forts* and successfully chose **C**. There was no clear pattern in the incorrect answers. In **Question 13**, most candidates were familiar with *crayons de couleurs*. In **Question 14**, over two thirds of the candidates identified the correct time **B**; an equal number of candidates incorrectly chose **A** and **D**.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between Delphine and her husband, about renting a flat. Overall candidates performed well in this exercise.

In **Question 15**, many candidates correctly matched *j'aimerais pouvoir prendre des bains* with **E**; there was no clear pattern in the incorrect answers. In **Question 16**, nearly two thirds of the cohort matched *il n'est pas libre avant le premier janvier* with **A**; option **B** was the most frequent incorrect answer. **Question 17** was attempted well, and many candidates chose the correct answer **F**; there was no clear pattern in the incorrect answers. In **Question 18**, almost two thirds of the candidates correctly selected **C**. Option **D** was the most frequent incorrect answer. Similar numbers answered **Question 19** successfully and matched *une machine à laver, un frigo, même un lave-vaisselle* with **D**; there was no clear pattern in the incorrect answers.

Questions 20–28

In this exercise, candidates heard two interviews, first with André, then with Olivier, about a farm in France. The exercise represented a step up in the incline of difficulty of the test. Overall candidates coped well with the demands of this exercise.

In **Question 20**, over three quarters of the candidates understood *dans ma famille on est fermier de père en fils* and successfully chose **C**. **Question 21** was attempted well with many candidates correctly choosing **B**. There was no clear pattern in the incorrect answers for these two questions. In **Question 22**, nearly two thirds of the candidates successfully selected **A**; most of those who answered incorrectly missed *je ne suis pas très à l'aise* and chose distractor **B** *aime discuter avec les gens*. In **Question 23**, many candidates chose the correct answer **A**; nearly all those who answered incorrectly chose distractor **B**. In **Question 24**, over half the candidates successfully matched *installer un distributeur en libre-service* with **B**. Most of those who answered incorrectly heard *plateaux de fromages* and chose distractor **A**. Candidates needed to listen carefully to the whole sentence as André went on to say that they did not have time to provide this service.

Question 25 was the most demanding in this exercise and the more able candidates successfully matched *je ne travaille pas cette semaine* with **A**. Over half the cohort heard *un article [...] pour le magazine*, which referred to Olivier's daughter, and incorrectly chose distractor **C**. In **Question 26**, many candidates were familiar with *un panneau publicitaire* and successfully chose **B**; distractor **C** was the most frequent incorrect answer. In **Question 27**, many candidates successfully matched *la fermière a répondu à toutes les questions* with **C**; there was no clear pattern in the incorrect answers. In **Question 28**, over two thirds of the cohort selected the correct option **C**. Most of the others were distracted by *gâteaux* and chose **B**. Candidates needed to listen carefully to the tenses in *ce serait bien s'il y avait*, which conveyed that this was a wish expressed by Olivier, but no cakes were available.

Questions 29–34

In this extract, candidates heard an interview with Aminata, who was attending a conference for young entrepreneurs in Senegal.

For **Question 29**, three quarters of the candidates chose the correct answer **D**; distractor **C** was the most common incorrect answer. In **Question 30**, nearly two thirds of the candidates successfully matched *j'ai passé 2 ans dans un atelier de haute couture [...] où j'ai appris le métier* with **D**. Those who answered incorrectly chose distractor **B**, or **C**. Candidates perhaps assumed that shopping would be a popular activity for Aminata and her cousins. **Question 31** was attempted well. Over three quarters of the cohort understood *je n'utilise que des couleurs faites avec des plantes* and chose the correct answer **B**. Some candidates heard *les grands couturiers européens* and incorrectly chose distractor **C**. Most of the others chose distractor **D**: candidates needed to listen carefully to what Aminata said, as *j'espère qu'un jour on verra* conveyed that she has yet to take part in top international fashion shows. In **Question 32**, three quarters of the candidates successfully matched *travailler avant tout avec une équipe de jeunes femmes* with **C**. There was no clear pattern in the incorrect answers. **Question 33** was attempted well with over three quarters of the cohort successfully identifying the biggest obstacle Aminata had met, **B**. Those who answered incorrectly often chose distractor **C**, which contradicted what Aminata said about her mother (*sans l'aide de ma mère je n'aurais jamais pu le faire*). The others chose **C**, although there was no reference to health in the passage. In **Question 34**, nearly two thirds of the cohort chose the correct answer **A**. Nearly a quarter of the candidates heard *risque* and incorrectly chose distractor **C**. Most of the others incorrectly chose distractor **B**, a belief Aminata dismissed at the end of the sentence with *mais ce n'est pas vrai*.

Questions 35–37

In this exercise, candidates heard an interview with Yann in Guadeloupe, in which he talked about a trip on a sailing boat with his wife and son. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five.

In **Question 35**, half the candidates successfully selected statement **A** and nearly three quarters statement **E**. Distractor **D** was the most frequent incorrect answer; candidates perhaps expected Gaston to be sad to say goodbye to his classmates. Nearly a quarter of the candidates also chose distractor **B**, although Yann explained that they had sold their house to buy the boat; they had not borrowed a friend's. In **Question 36**, over three quarters of the candidates correctly selected statement **C** and over a third successfully chose statement **D**. Over half the cohort incorrectly chose distractor **E**. Candidates needed to listen carefully to the whole sentence as Yann explained that the satellite phone was only used for emergencies, not for regular chats with his parents in France. In **Question 37**, over a third of the candidates successfully matched *en mer vous regardez plus ce qui vous entoure* with statement **A** and over two thirds correctly chose statement **C**. Over half the cohort missed the negative in *on n'a même plus envie d'aller au restaurant* and incorrectly chose distractor **B**. Nearly a third of the candidates incorrectly chose distractor **D**. They needed to listen to the sentence in full as Yann explained that they were happy to experience this complete change of lifestyle.

FRENCH

Paper 0520/22 Reading
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Key messages

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

- Aim to attempt all questions. Leaving questions blank offers no chance of scoring a mark.
- Remember that the questions follow the order of the text.
- Bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct.
- Ensure that they answer the question asked and avoid giving additional information that is not required and can invalidate the answer.

General comments

Candidates appeared to have sufficient time to complete the paper, and almost all candidates were appropriately entered for the examination. A significant minority left some answers blank on multiple choice questions. Where candidates change their mind about an answer, they must make it clear which answer is the final one by crossing one out.

Comments on specific questions

Question 1

Most candidates performed well on this question. Where there were difficulties, it was usually **1(a)** and **1(d)** that caused problems, with **E** usually being the incorrect answer chosen.

Question 2

Although most candidates performed well, **2(c)** and **2(d)** caused difficulty for some candidates. In **Question 2(c)**, **F** was the most common incorrect response, candidates perhaps assuming that *sanitaire* must be connected to bins.

Question 3

Most candidates found this question to be accessible. **3(e)** provided some difficulties, with candidates not connecting *mauvais* with the bad weather mentioned in the text. They presumably did not know what *sec* meant so chose it speculatively as this was the most common incorrect answer. **3(f)** also proved tricky for some candidates, although there was no particular pattern of incorrect answers.

Question 4

For this exercise, candidates were required to read a more extended text in the form of a teenager writing about a stay with a friend who had gone to live in another part of the country. Most questions could be answered by lifting a few words from the text, but some answers also required a small manipulation of the text **e.g.** from first to third person. Although over time there has been an improvement in candidates recognising what to lift from the text and realising that it is often best to write a short answer, there are still a significant number of candidates who write more than is needed to answer the question. This is probably the biggest cause of candidates dropping marks on this question. Candidates will either include additional material that is not relevant to the question or will lift unnecessary material keeping it in the first person. Some difficulties to particular questions follow:

For **4(a)** most candidates wrote a response that included the word Paris, but it was important that the response answered the question rather than merely containing the answer. **4(c)** required candidates to make a small manipulation in their answer and this proved difficult for many, with it being left as *nous étions*.

For **4(d)**, it was possible to simply lift the answer from the text. However a number of candidates selected text from too early on and wrote about Émilie feeling alone, which in the context of this question negated the actual answer.

For **4(e)** some candidates missed out that it was the Easter holidays. This meant that their answer was not specific enough. Candidates who lost marks with **4(f)** had generally written too much and made mistakes.

For **4(h)** some weaker candidates realised that an amount of time was required, but picked *quelques seconds* incorrectly. For **4(i)** Émile was met by two people at the station but some candidates named only one, which was not sufficient to get the mark.

Examiners accepted *sa chambre était libre* as an alternative answer to **4(j)**. It could not be accepted with *donc* included if that was the first or only answer given.

Question 5

Candidates had to match a series of eight job advertisements/descriptions with the requirements and interests of five people who were looking for a holiday job or work experience. Candidates had to process a variety of information and match several requirements whilst eliminating responses that did not fit. This question is aimed at the higher grades and candidates with a wide range of vocabulary and knowledge of synonyms performed well.

5(a) was answered best and parts **5(d)** and **5(e)** caused the most difficulties. For **5(d)** the most commonly given incorrect answers were **7** and **5** instead of **1**. Candidates choosing these had not noticed that the days of work were not compatible with what Anne-Marie wanted even if there were other ways in which they were suitable options. Candidates cannot read for gist here and do need to look at the detail of what the five people are looking for and take all of the information into account.

Question 6

This final exercise was intended to be the most challenging part of the paper. Roughly half the questions can be answered with a careful lift from the text and the others will need a small manipulation of the text to answer the question.

Some candidates misread *internat* as *internet* and this made their answers ambiguous or incorrect.

As the question is aimed at the highest grades, candidates must lift carefully from the text. Sometimes an additional word can change the meaning, such as when candidates left *en* in front of *moins d'une semaine* for **6(h)**. With **6(d)** there is an important difference in meaning between *un de ses profs* and *ses profs*.

With **6(c)** the *assez* is important as the meaning is changed without it. With **6(e)** many candidates got one of the two answers but a large number of candidates erroneously thought that *ma famille allait sans doute me manquer* answered the question too.

With **6(g)** some candidates kept the present participle or lifted a different part of the sentence. In addition to the other difficulty mentioned with **6(h)** above, some candidates lost the mark by writing more than was needed and then having difficulty with *il s'y est adapté*.

With the final pair of answers, the mark was most frequently lost by not including a subject.

FRENCH

Paper 0520/03 Speaking

Key messages

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

General comments

Examiners are now much more familiar with the format of the test and most conducted the tests efficiently. The Speaking test is intended to be a test of **spontaneous** communicative ability. A wide range of performance was again evident across the candidature and examples of performance at all levels of ability were heard.

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

Role plays were generally conducted well. Centres are reminded that questions can be repeated (but not rephrased) **once** if the candidate does not answer a question or gives an ambiguous response. Occasionally, some examiners did not repeat the question and consequently removed the opportunity for the candidate to work for the available marks. **It is important for examiners to read the role play tasks exactly as printed to ensure that they are not changing the nature and level of difficulty of the tasks.** It is useful to note that the role plays (unlike the topic conversations) are **not** timed. Centres are reminded that extension questions should **not** be asked in the role plays. It is worth stressing to candidates that their role play responses should be as concise as possible and be relevant to the set task. Long development of answers is not required to score 2 marks provided that the message is fully communicated. In a few instances, candidates answered the question correctly but then went on to add extra detail which contained a time frame error or added ambiguity into what had previously been a clear and relevant answer. This then prevented a mark of 2 from being scored.

When there was a PAUSE between two questions in the script, most examiners correctly gave candidates the time to answer the first question before asking the second one. The PAUSE is there intentionally to give candidates the time to process the questions and think best how to answer relevantly. If there are two parts to a task it is harder for candidates to retain all the required information and may confuse them if the PAUSE is not left by the examiner.

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

Questioning technique in the Topic conversations

The best examiners set candidates at ease from the start of the examination and maintained a calm but purposeful pace throughout. They adhered to the correct timings and used the alternative, extension and further questions effectively, supporting the less able candidates and challenging the more able candidates. Some examiners asked thoughtful **further questions** that enabled candidates to give some well-developed and justified answers. However, in a few cases examiners tried to ask further questions which they devised quickly in the exam room and these sometimes were too hard for less able candidates or did not stretch the more able candidates. During the preparation prior to the speaking tests period, examiners should be encouraged to prepare a set of differentiated further questions to use with candidates of different abilities on each of the 7 set topics. Such further questions should not repeat material which has already been covered in the set questions. It is good practice to use different further questions with different candidates.

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

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

If a topic lasts 3 and a half minutes or less, examiners can ask up to 2 further questions of their choice on the same topic to take them to the limit of 4 minutes. **No more than 2 further questions should be asked**, even if timings are still short of 4 minutes. These questions should be prepared before the test so that they are not made up on the spot. Stronger candidates should be given further questions which are open in nature and which give them the opportunity to develop their answers and utter more than a brief response. Sometimes, quite able candidates were given closed questions which required little more than a *oui* or *non* response.

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

Clerical checks and sample size

In most centres, the clerical work had been completed very efficiently and moderators found few clerical errors. It remains essential that all clerical work is checked carefully to ensure that candidates receive the correct mark. The mark recorded on the centre's Working Mark Sheet must match the mark uploaded to the Submit for Assessment portal. When marks have been internally moderated, it is the internally moderated mark that should be uploaded to the Submit for Assessment portal.

Centres are reminded to consult the Samples Database at www.cambridgeinternational.org/samples to check how to submit their sample and the correct format of files to be submitted. Please also remember to label all sound files correctly.

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

Comments on specific questions

Role Plays

Examiners generally read the scenario as instructed. The nine role plays were accessible to candidates and set at an equal level of difficulty. They were all set in situations in which candidates could find themselves with a speaker of French and were transactional in nature. Contexts such as arranging leisure activities and outings, shopping, attending a wedding, lost property, holiday jobs, travel and transport and holiday accommodation featured across the cards. **Candidates need to give relevant, concise answers to the tasks and do not need to develop role play answers at length.** Most centres are now aware of this but in the few cases where candidates developed answers beyond the requirements of the task, they sometimes ran the risk of introducing ambiguity into an otherwise creditable response. Most candidates approached the role plays confidently and many went on to score good marks. The weakest candidates were also usually able to score a few marks for partial achievement on one or two tasks.

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

On each card, the last 3 tasks were more challenging and gave candidates the opportunity to show that they could use past and future time frames correctly and give opinions and simple explanations. Examiners and candidates should remember that on the role plays brief answers can be awarded full marks provided they communicate the set task clearly. A useful technique for candidates to adopt in the 10-minute preparation time is to think very carefully about useful vocabulary and structures which could occur in their given role play scenario. Candidates should also think about the person with whom they are talking, the country they are supposed to be in and the role that they are playing.

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

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

Card 1 was generally approached quite well by candidates. On **Task 1**, most were able to identify the interrogative form correctly and could say where the sports centre was. Some gave a distance, or often said *centre ville*. Others gave a response such as *à 5 minutes de la maison*. All of these were acceptable. On **Task 2** the very weakest candidates sometimes struggled with *Comment... ?* but many were able to give a suitable means of transport. Pronunciation of *voiture* was sometimes rather poor and not easily understood. **Task 3** required candidates to say at what age they had started to play badminton and with whom they had learnt to play. Candidates who gave the concise information here of an age and then a person were successful. Sometimes those who tried to use a verb found it difficult to use *j'ai appris*. Helpful examiners here observed the pause between the 2 questions and this helped weaker candidates. **Task 4** proved a little more difficult but most were able to give a fairly simple but valid opinion such as *C'est un sport intéressant/amusant*. A few said they did not like watching as they preferred playing which was equally acceptable. **Task 5** was accessible with many understanding the cue well and being able to state what they

would like to do after playing badminton. Most here opted for going to eat but were not always then able to use *avoir faim* correctly in their justification.

On **Card 2** candidates generally recognised well what *une randonnée* was and both **Task 1** and **Task 2** were well understood. **Task 1** required to say when the outing would be and this was done well by nearly all candidates. Most chose to give a day or a time. Both were appropriate. On **Task 2** the *Qui...?* Was quite well understood and could be answered very briefly. Those who chose to use a verb were not always able to use the verb correctly despite having heard *vient* in the cue. **Task 3** was not always done so well. Candidates were asked to say what they would be putting in their *sac à dos*. Most recognised the word *sac* even if they were unfamiliar with *sac à dos* but some seemed unsure as to what to take. There was a wide range of responses from the fairly common items of food and drink and clothing to the more unusual but well considered sun cream, insect cream, hiking boots, maps and torches. On the second part of the task *combien d'heures* often needed repeating but most understood that a number of hours was required. Again, stronger candidates often answered briefly and relevantly. **Task 4** required candidates to state what they had done the last time they went for a hike. Again, weaker candidates found it difficult to use past time frames correctly. Some answered in a present time frame here and verbs were often inaccurate and clouded clear communication. Stronger candidates said they admired the landscape and views, went on a picnic or fishing, explored the landscape and some stated how far they walked. Some however gave some strange activities such as *j'ai dansé* showing they had misunderstood the task. **Task 5** required a preference of destination between a forest and the seaside and an opinion why. This task was approached much more confidently and there were some good answers for both destinations with many giving plausible reasons such as liking swimming in the sea or being calm and at ease in nature.

Card 3 was approached well by most candidates, but some tasks were a challenge for weaker candidates when using time frames. The shopping context was well understood. **Task 1** was usually well done but some found it hard to express a possessive correctly and answers such as *ma mère's anniversaire* were heard. On **Task 2** most were able to say how much money they wanted to spend (from the *combien d'argent* heard at the end of the cue) even if they were not always clear exactly as to the meaning of *dépenser*. On **Task 3**, Most were able to state a suitable present such as a jewellery, a book, sporting equipment or an item of clothing but if they chose to use a verb some tried to use the past participle *offert* which created some ambiguity. **Task 4** required a preference to be given between *vêtements décontractés* or *vêtements élégants*. Some were clearly unfamiliar with *décontractés* and tried instead to use *contractés* which caused confusion. Many of the stronger candidates who stated *décontractés* could go on however to say that such clothing was fashionable or more comfortable showing a good understanding of the task. The final task, **Task 5** was quite well done. Of those who opted to use part of the verb *se promener* only the strongest candidates were able to conjugate the reflexive verb correctly. Most stated they had gone to town to shop, eat out, to watch a film or meet friends. Consistent correct past times were found to be a challenge yet again for weaker candidates but some good attempts were heard. Nearly all were able to give a simple opinion about the activity but some expressed this in a present rather than past time frame.

Card 4 in which the candidate had to talk about attending a wedding was approached well with most candidates finding **Task 1** and **Task 2** relatively straightforward. On **Task 3** candidates understood that they were being asked to state what they would be doing after the wedding ceremony but quite a few candidates did not listen carefully and did not hear the important *pendant la fête*. Weaker candidates sometimes did not fully understand the question and tried to say they would go to town or to the cinema or even go on holiday. Such answers were irrelevant to the set task. Skilful examiners here repeated the task and were sometimes able to get candidates back on track. The best answers talked about what candidates would be eating or drinking or activities such as singing and dancing. On **Task 4**, candidates understood that clothing details were required but the weaker ones sometimes tried to say what they themselves had worn rather than what the bride and groom had worn. The best answers often featured traditional Indian items of clothing worn at weddings such as *une belle robe rouge* or answers such as *une belle robe blanche, un costume/une veste et un pantalon*. The last task, **Task 5**, was approached much more confidently by candidates with most stating the traditional Indian festival of *Diwali* and giving reasons such as *j'aime les fleurs, les lumières, les feux d'artifice, les pétards*. The stronger candidates could say *on échange les cadeaux*.

Card 5 was set in a hotel and the candidates needed to give details about a lost jacket. **Task 1** asking for the colour of the jacket was very well done by candidates. **Task 2** which required the size of the jacket was less well done. Here candidates needed to give a size in French. *Petit/e, grand/e* and *moyen/ne* were all acceptable as was a number expressed in French. On **Task 3**, most were able to state where they had left their jacket. Again, those who were concise fared well. Those who opted here to use a verb could not always do so in a correct time frame. The second part of the task was quite well done. **Task 4** was a more open task requiring candidates to say what they intended to visit. If a verb was used in this part of the task it needed to be in a future time frame. The more able gave answers such as *je voudrais d'abord aller à la plage puis je*

vais manger dans un petit restaurant. Others showed they had understood the question and responded more briefly often giving the names of Parisian monuments. The second part of the task required candidates to give an opinion about the region in which they were staying. The cue was not always well understood. Candidates need to be familiar with this cue as it is frequently used to elicit an opinion. The opening closed question on **Task 5** was well understood by candidates who realised that they then needed to say why they liked or disliked the hotel. Most chose to give positive reasons for liking the hotel and a variety of responses were heard including good sporting facilities, lovely food or the cleanliness and comfort of the rooms.

Card 6 was set in a work context. On **Task 1** candidates needed to state the number of hours they worked every week. Quite a lot of candidates needed the question to be repeated here as they did not initially recognise *d'heures* and instead said which days they worked. On **Task 2** weaker candidates did not always understand the verb *loger* but most could state they were in a hotel, staying near the cinema or were staying with friends. Some however stated *chez moi* which was confusing given the context of being in Belgium. **Task 3** was generally well understood and a variety of plausible reasons for liking the work in the cinema. These usually covered things such as the good working conditions or pay or the fact that they could watch films without paying. All were deemed acceptable. **Task 4** was less well done with weaker candidates again experiencing some difficulty using a past time frame. The second part of the task needed also to be completed in a past time frame. Some expressed an opinion but used *c'est* instead of *c'était* despite having heard *c'était* in the cue. On **Task 5** weaker candidates did not realise that if a verb was used that it needed to be in a future time frame to communicate clearly. The stronger candidates replied concisely giving a time in the future such as *la semaine prochaine/dans un mois* or giving a date in the future. The second part of the task required candidates to give a form of transport. This was usually understood quite well but candidates again often mispronounced *voiture*.

The context of **Card 7** was travelling by plane. **Task 1** required candidates to state the number of hours by which they were delayed. Some needed the question to be repeated. On **Task 2** weaker candidates misunderstood *où* and thought they were being asked who was with them. Others sometimes confused *se trouver* with *se retrouver* which caused ambiguity. Most candidates did however usually manage to give acceptable places in the airport where they could meet their French friend. **Task 3** required candidates to say when they had last gone on a long trip. Stronger candidates were able to give a concise answer indicating a past time such as *l'année dernière*. On the second part of the task, an opinion was needed about their last long trip. Answers such as *C'était très fatigant* were heard by the stronger candidates but any positive or negative opinion was acceptable here. Weaker candidates again sometimes used *c'est* rather than *c'était*. **Task 4** was quite well understood. A few candidates gave activities for the evening which were not based **at home** such as going out to a restaurant or a cinema. Some mistook the time frame when using a verb and tried to answer in the past. The stronger candidates were able to give appropriate things they wanted to do to relax at the friend's house such as *écouter de la musique*. **Task 5** was usually approached well. Most were able to indicate what they wanted to visit during their forthcoming stay. Again, many predictably opted for various monuments and museums in Paris. Candidates now appear to understand the conditional forms of *aimer* and *vouloir* well.

The context camping on **Card 8** was a familiar one to candidates. Candidates had clearly thought about the scenario of the role play and were able to answer the fairly predictable questions in **Tasks 1** and **2**. Even weaker candidates could recognise the options given in **Task 3** and were able to indicate, with or without a verb, what their preference was when choosing where they wanted their camping pitch to be. They could then go on and give a simple statement to explain the reason for their choice. On **Task 4** most were able to state *oui* in response to the initial opening question. The second part of the task was much more open and required candidates to say why they had chosen the camp site. Some talked about the good facilities at the site, the reasonable price, being near the seaside or tourist destinations and sights. **Task 5** was set very firmly in a future time frame. Here candidates were expected, if they used a verb, to express it in a future time frame. Here it was also noted by moderators that the verb *essayer* was better recognised by candidates than in the past.

On **Card 9, Task 1**, candidates were required to give reservation details to the owner of a French holiday home. **Task 1** could be answered by a day, date or a time expression such as *dans 2 semaines*. Candidates understood the task well and usually gave a date in response but there were some time frame errors introduced when candidates picked up the *vous* form of the verb heard in the cue and then repeated it in their answer. **Task 2** was well done with nearly all candidates understanding the cue well. The first part of **Task 3** required travel details to be given. Many said they would be travelling by car but many mispronunciations of *voiture* were heard. In the second part of the task, brief answers were appropriate. If candidates chose to use a verb, they frequently made errors on the conjugation of *venir*. On **Task 4**, a few candidates understood the task to be asking what they thought about the advertising for the holiday house rather than how they had found the advert for the holiday home. Either interpretation was acceptable to

moderators. The majority answered this task briefly by saying *en ligne*. **Task 5** was well done by most candidates who are now very familiar with the vocabulary required to state tourist activities and state why they like such activities. Yet again, many candidates using the verb, heard the *vous* form *préférez* in the cue and used the same form in their answer which created some ambiguity. Centres are reminded that if a verb is used it must be in a correct time frame for a mark of 2 to be appropriate.

Topic Conversations

Examiners are reminded to introduce the topic area in French just before the start of each conversation. The first three topics were based on one of the sub-topics of Areas A and B as listed in the syllabus. The last four topics were taken from one of the sub-topics in Areas C, D or E of the syllabus. All these sub-topics were familiar to candidates and a full range of performance was heard across the different topics. The first two questions on each conversation were closed and straightforward in nature and were set at an easier level to start off the conversation. They could be answered briefly and with factual language, although stronger candidates took the opportunity to give more developed responses containing relevant details and this is something to encourage candidates to do. The time frame used in the first two questions was the present. The final three questions on each card were more open and required candidates to communicate relevantly in past and future time frames. Each topic conversation also gave candidates the opportunity to express opinions and give their reasons for their opinions.

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

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

In terms of assessment of the topics, there was a tendency for centres to assess these rather generously. Centres are reminded that to place work in the Very Good band for Communication the work should be **consistently** relevant across the 2 topics with **frequently** developed ideas and opinions. Such work also needs to show the ability to justify and explain some answers in a confident and spontaneous way and needs little repetition of words or phrases from the examiner. To place work in the Very Good band for Quality of Language, the work should show a **wide range** of structures and vocabulary, high levels of accuracy and be well pronounced.

Topic 1, *Manger et boire*, was a familiar topic for most candidates. **Question 1** required candidates to say what their favourite dish was. Some candidates seemed to confuse this with their favourite meal and rather than identify a favourite dish, they talked about whether they liked breakfast, lunch or dinner. This did not answer the set task. Some found the pronunciation of *riz* difficult on this question. **Question 2** was usually approached quite well but again weaker candidates did not hear the *qui* clearly and frequently required a repetition of the question to be able to answer relevantly, thinking instead that they were being asked about what they cooked at home. Generally, candidates understood **Question 3** well but were not always able to use a correct past time frame. Weaker candidates found the alternative question here very clear and were usually able to say what the special occasion was and what they ate. Stronger candidates were also able to add details such as *nous avons commandé*, *on a bavardé ensemble*, *on a passé un bon moment*. For **Question 4**, the more able candidates answered that fizzy drinks were bad due to the chemicals and sugar they had in them. Weaker candidates struggled to find the necessary vocabulary but the best candidates here made good links link to obesity and illnesses such as diabetes. Many candidates found it difficult to pronounce *boissons gazeuses* correctly and also words such as *santé*. **Question 5** was approached more confidently by candidates. Most could give a description of a meal they would like to prepare with Italian and Indian meals proving popular. Some confused *pâtes* with *pâté* but most had the necessary vocabulary here. The stronger candidates were able to use an appropriate future time frame. The weaker candidates often had recourse to the alternative question but then managed to relate some relevant details.

Topic 2, La maison et la routine quotidienne : On **Question 1**, some did not know *pièce* and thought they were being asked about what they ate for breakfast. In such cases, it was vital to repeat the question and give candidates another chance to answer relevantly rather than just move to the next question. On **Question 2 tâches ménagères** was better understood than in the past but weaker candidates tended to talk generally about what they did to help rather than who else did the housework. Stronger candidates were able to state here who did the various tasks at home. Weaker candidates were sometimes confused when they heard *d'hier* on **Question 3** and they needed to use the alternative question which was usually well understood. Many candidates seem to be in the habit of beginning sentences with *normalement* or *d'habitude* which introduces ambiguity in tasks that are not in the present tense. On **Question 4**, some thought they were being asked about whether they preferred living in a house or a flat rather than stating the advantages of living in their own house or flat. Consequently, the answers were not always relevant. Those that answered well often focused on size : *c'est grand*, *c'est spacieux*, or facilities : *il y a un jardin* or location : *c'est dans un quartier tranquille*. The last question, **Question 5** was generally well understood but there are still a few candidates who are unfamiliar with *francophone*. This is essential IGCSE vocabulary. Many could state the benefits of living in a French speaking country and such benefits included good food and drink, finding an interesting job and being able to improve their French.

Topic 3, Les loisirs : Nearly all candidates made a confident start and could name at least one regular sporting activity on **Question 1**. Stronger candidates also took the opportunity here to develop their answers and include how often and when they played. On **Question 2**, some again did not hear the *qui* and needed the question to be repeated before saying who watched television with them. On **Question 3**, the stronger candidates were able to give good accounts of how they had spent a day in a theme park. Of these accounts, many had learnt some good vocabulary and were even able to name some of the various rides such as *montagnes russes*, *maison hantée* and *autos tamponneuses*. Others talked generally about where they went, what souvenirs they bought, where they ate lunch and how long they stayed. The second part of the task often resulted in most giving a simple opinion. The very best candidates went beyond *c'était bien* and some could use the reflexive verb *s'amuser* correctly in the perfect tense when justifying their opinion. On **Question 4** even the weakest candidates could attempt to state that leisure activities were important but they found it harder to say why. Others could use vocabulary such as *pour réduire le stress* and stated that they needed to relax given the stress of exams and work. On **Question 5** weaker candidates did not understand *se détendre* and often needed the alternative question to be asked but, generally, the task was well understood with most realising the significance of the *chez toi* in the question. Candidates who stated that they would go out or visit the cinema had not understood the question. The strongest candidates gave some good answers in future time frames featuring activities such as watching TV, reading, or listening to music. The more able candidates were also often able to give a reason for their choice.

Topic 4, Les pays, le climat et l'environnement, was usually approached quite well by candidates. Candidates generally understood **Question 1** well but *Inde* was mispronounced by many. **Question 2** was also well understood but again, the seasons heard were often mispronounced by many candidates and this often distorted the message. Candidates need to learn the correct pronunciation of all the seasons and remember the importance of sounding *é* on words such as *l'été*. On **Question 3**, the best answers featured the ability to express an opinion about the climate and to back this up with relevant examples of weather such as *il fait trop humide et il pleut trop pendant la Mousson*. Some of the best answers said that they also thought the weather and climate were much affected by global warming. Weaker candidates sometimes lacked the necessary vocabulary here to be able to go beyond a simple like or dislike and found it hard to justify their answers. On **Question 4**, *écologique* was very accessible vocabulary. Most heard the *chez toi* (or the *à la maison* heard in the alternative question) and were able to relate things they did **at home** to help the environment. Quite a number of candidates did not identify the time frame used in the question and answered in the present tense rather than in the past time frame which did not address the set task fully. On **Question 5**, most candidates grasped the key vocabulary of *la pollution* and *les grandes villes* and attempted to say something relevant. The best candidates attempted to use *on pourrait*, (heard in the question), together with an infinitive in general statements such as *on pourrait utiliser les transports en commun plus souvent et on devrait interdire les voitures*.

Topic 5, La communication et la technologie, was also approached well by candidates on the opening questions. **Question 1** was well understood with the majority of candidates able to say how long they spent using mobile phones each day. On **Question 2**, most understood *appareils numériques* and were able to say they had computers and phones and laptops at home. **Question 3** was more challenging as some clearly did not understand the concept of banning phones in the classroom and were unfamiliar with *interdire*. They heard *le portable* and *en classe* and thought they were instead being asked about the benefits and uses of mobile phones in the classroom. Some said yes to the initial question about forbidding phones but then carried on to say why mobile phones were useful which contradicted their initial statement. In such cases

skilful examiners repeated the question and then, if there was still confusion, went on to the easier wording of the alternative question. Candidates who were for mobile phones in the classroom cited their usefulness for studying and doing research. Candidates against said they were a source of distraction and made it difficult to concentrate and gave answers such as *ça dérange tout le monde et on ne peut pas se concentrer*. Here, many did not have adequate vocabulary and there were frequent intrusions from other languages and ambiguity of meaning. **Question 4** required candidates to say how they had used the internet recently. Many here referred to shopping, studying, doing research and homework. Candidates finished this topic more confidently on **Question 5** and this was well answered. Many understood the last question well and went on to develop answers stating why they did or did not want to work with computers. The best candidates were often also able to state their own future plans with added details and opinions in appropriate time frames.

Topic 6, L'éducation : On **Question 1**, nearly all candidates could state where their school was. Some added extra details about the distance from home and time taken to get there. **Question 2** was also answered well despite some not pronouncing *finissent* well. On **Question 3**, candidates recognised *matières scolaires* well. Weaker candidates needed to listen out for *é* past participle ending more carefully on *tu as étudié* as many did not answer in a correct past time frame and used instead the present tense. Nearly all candidates could state a preference for a certain subject and say why they liked it but weaker candidates used an incorrect time frame. On this topic, **Question 4** was found to be the most challenging with some candidates not understanding *règlement scolaire*. In such cases they often just related their school day. Most did eventually manage to mention phones or school uniform especially when they heard *strict* on the second question on the alternative task. Some said how necessary school rules were for the good of everybody whereas others bemoaned uniforms and the amount of work and having to arrive early. Candidates were generally able to cite one or two school rules or say if rules were strict or not but only the very best were able to develop ideas and opinions about such rules. Candidates ended this topic in a more confident way on **Question 5** and they were clearly at ease with talking about their future plans. Weaker candidates could usually name a job or what they wanted to study after leaving school. Others went into greater detail about their aspirations and cited various reasons for their choices such as earning a good salary, becoming a doctor so as to help others and wanting to experience living, working or studying abroad.

Topic 7, Les vacances. This was an accessible topic for candidates. **Questions 1** and **2** were usually well done with most candidates able to say when they usually went on holiday and how they normally travelled. Some candidates answered the first question too quickly and started to answer irrelevantly. In such cases, they were often more successful once the question had been repeated. Yet again, those who said that they travelled by car on the second question sometimes mispronounced *voiture*. **Question 3** proved more challenging for many as they needed to be able to understand the expression *avoir besoin de* and explain why people in general needed holidays. Very few candidates could talk about *les gens* in their responses and this was often confused with *les jeunes*. Some found it hard to talk in the third person and there were many errors in verbs here. The stronger responses used reasons such as *la vie de nos jours est très stressante* or *on a besoin de se reposer et d'oublier le travail*. Those who found the first version of the question hard made better attempts at the easier alternative question and managed to say their own holidays were indeed necessary and why. **Question 4** was more predictable and one which most candidates understood well. Most could say which country they had visited whereas others chose to talk about an interesting area visited in India. Once again, weaker candidates could not narrate a series of past actions in accurate and appropriate time frames. Others could give fairly detailed but rather straightforward accounts. Travel in the past also often requires the use of verbs conjugated with *être* in the perfect tense and candidates need to make sure that they learn some set phrases for travel in the past. The best candidates here took the opportunity to develop their answers and also say what they had enjoyed doing and seeing the most and explaining why. **Question 5** was usually well done. Here, the first question was understood well and even weaker candidates attempted to use *je voudrais* once they were given the alternative question though many were not always able to follow it with a correct infinitive. Many spoke about wanting to visit various European destinations or countries in Asia. Most could give a good reason for wanting to go to these places. On this last question, a few more able candidates showed the ability to use a good range of accurate structures and appropriate phrases such as *j'irais la-bàs car je n'ai jamais visité ce pays/je rêve d'y aller depuis mon enfance/j'ai toujours voulu y aller parce que ce pays me fascine*.

FRENCH

Paper 0520/42
Writing

Key messages

Candidates are advised to:

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

General comments

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

Candidates should refrain from writing extremely long essays for both Question 2 and Question 3. Writing pieces of more than 200 words is counter productive as they tend to lack focus and often show an increase in inaccuracies.

Candidates must ensure that their writing is legible. Several answers were very difficult to read as candidates had written over their first draft. Candidates should also ensure that they form their letters carefully so that their writing is easily understood. Candidates should also be reminded that if using vocabulary from the tasks in Questions 2 and 3 to copy the spellings correctly.

In recent sessions, there has been an increasing trend to use *trop/plus* instead of *très*. It would be helpful to reinforce to candidates that *trop* and *plus* are not synonyms of *très* and that their use can convey a quite different meaning.

Comments on specific questions

Question 1: Vous faites des recherches sur internet pour vos prochaines vacances.

Overall, candidates answered this question well. For **Gap 1**, most candidates were able to offer a suitable month. For **Gap 2** a country was required but some candidates proposed continents or cities. There was some confusion between proper nouns and adjectives e.g., *Allemagne/allemand*.

Most candidates were able to offer a means of transport for **Gap 3**. For **Gaps 4 and 5** which required activities. There were multiple ways of responding successfully. Events, celebrations, activities and places were all rewarded.

Question 2: Les tâches ménagères

For a task to be fully completed, the subject-verb accord needed to be accurate. Candidates should also respond to each task in the corresponding time frame.

Candidates were successful in giving details about how they help at home for **Task 1**; some mentioned a number of ways e.g. *j'aide ma mère dans la cuisine ...*, *je fais la cuisine ...*, *je prépare le repas ...*, *je range*

ma chambre Candidates recognised that the verb *faire* is frequently used when referring to household tasks, however, for vacuuming the pattern is different: *je passe l'aspirateur*.

In **Task 2**, the majority of candidates were able to explain why they help more during the week or the weekend. Most candidates suggested that it was at the weekend because *je ne vais pas à l'école, je n'ai pas de devoirs...., j'ai plus de temps libre....*

In **Task 3**, candidates had to say what other members of the family do to help in the house e.g., *ma mère fait la cuisine...., mon père travaille dans le jardin...., mon frère débarrasse la table...., ma sœur balaie le plancher....* Some candidates gave multiple details, however, the message was not always clear: *ma mère repassé...., mon laver la voiture...., ma sœur fais le lit....*

Successful responses to **Task 4**, required a reason why it is important to help at home. Most candidates managed this and a variety of ideas were given. e.g. *parce que mes parents travaillent beaucoup, c'est trop de travail pour une personne, c'est bon de passer du temps avec la famille*

Candidates who could correctly use a form of the future were successful at **Task 5**: some mentioned relaxing or doing a specific activity, *je vais me détendre, je nagerai dans la piscine*, some mentioned visiting, *je vais aller chez mes grands-parents, je vais visiter l'Italie*, whilst others kept to theme, *je vais faire la cuisine, je travaillerai dans le jardin*

Candidates showed that they could link ideas using some simple connectors e.g. *et, mais, qui, parce que, car*.

Question 3 (a): Une année sabbatique à l'étranger

33% of candidates chose this question.

Task completion

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

There were some well-developed answers to this question.. Some candidates did not fully understand the concept of **une année sabbatique**. Among those who did, many did not register the timescale, writing about it as if it was over or as if it was still at the planning stage.

In **Task 1**, candidates gave various reasons for deciding to take a year out e.g. *je voulais découvrir la France...., je voulais travailler comme bénévole, j'étais très fatigué après les examens, j'ai trouvé l'année scolaire difficile*

For **Task 2**, regarding preparations, the most frequent answers involved buying: *j'ai acheté mon billet...., j'ai acheté de nouveaux vêtements* Other suggestions included: *j'ai loué une chambre, j'ai fait des recherches sur Internet, j'ai fait une visite à mes grands-parents*

In **Task 3**, candidates were invited to describe what they are doing during this time abroad, a present tense was expected. They mentioned a range of types of activities: *j'apprends le français, je travaille comme bénévole, je visite les monuments, je joue au tennis, j'aide les enfants pauvres*

Many candidates understood what was required with respect to the disadvantages of spending time abroad, but they did not have the necessary control of language to communicate their ideas. Among the varied successful responses to **Task 4** were: *ça coûte cher, on ne peut pas voir sa famille, c'est difficile de continuer les études après, il y a des difficultés comme la langue*

Candidates who could use a future tense correctly found **Task 5** straightforward. Many mentioned long term plans: *je vais retourner à l'école, je continuerai mes études, j'irai à l'université*, others proposed more immediate social activities: *je vais aller chez mes grands-parents, je vais rencontrer mes amis, je partirai en vacances avec ma famille*

Range

There were some well organised pieces of writing, properly paragraphed with good use of simple conjunctions, adverbs and prepositional phrases. What was most lacking was variety of sentence structure. Candidates who limit themselves to clauses introduced by *parce que*, *car*, *qui*, *que* are unlikely to progress beyond the 5–6 band.

There was evidence of relevant and well used higher level vocabulary e.g., *envisager*, *des défis*, *s'enrichir*, *se ressourcer*, *l'isolement*. Some candidates demonstrated that they could produce longer sequences of language: *j'ai décidé de le faire car je voulais gagner un peu d'expérience de la vie américaine, c'est mon rêve d'y habiter dans le futur...*, *mon père m'a recommandé de prendre une année sabbatique...*, *voyager m'a toujours attiré...*, *après avoir fait des achats, j'ai surfé sur internet pour trouver...*, *on va oublier tout ce qu'on a étudié...*, *on peut se sentir un peu isolé, c'est un cauchemar si on n'a pas d'amis...*

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

Accuracy

The accuracy of spelling, gender, use of the appropriate article, placing and agreement of adjectives are all considered here. Candidates should show their ability to manipulate verbs consistently in a variety of tenses and persons in order to access the highest bands of the mark scheme.

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

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

Question 3(b): La santé

67% of candidates chose this question.

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

Task completion

In answer to the **Task 1**, candidates needed to provide the context otherwise the explanation lacked coherence; an introduction was therefore expected, a simple adaptation of the question was sufficient e.g., *j'étais toujours fatigué parce que je faisais du sport tous les jours...*, *car le travail à l'école était dur...*, *je ne mangeais pas bien...*, *je me couchais très tard...*, *j'avais beaucoup de devoirs...*

Candidates who could form a correct perfect tense were able to successfully describe their recent food consumption for **Task 2**. Their diets ranged from the healthy: *j'ai mangé du poisson...*, *j'ai mangé beaucoup de fruits et légumes...*, to the readily acknowledged unhealthy: *j'ai mangé trop de sucreries...*, *j'ai mangé des pizzas...*

Candidates often followed up on the theme of food when describing the dangers to the health of young people in **Task 3**: *les jeunes mangent trop de fastfood...*, *il ne faut pas boire trop de boissons gazeuses...*, *il faut éviter le sucre...*. There were many other suggestions: *regarder l'écran est dangereux pour les yeux...*, *les jeunes ne font pas assez de sport...*, *la drogue et le tabac sont dangereux pour la santé des jeunes...*

The most effective way to respond to the **Task 4** about staying healthy was to adapt the question e.g., *il faut faire du yoga...*, *il faut se coucher de bonne heure...*, *il faut manger sainement...*. Some candidates chose a different structure: *on doit faire du sport régulièrement...*, *on doit passer plus de temps avec sa famille...*. There were some who chose to answer more personally e.g., *je lis un livre...*, answers such as this did not really address the task.

As with the final task of **Question 3(a)**, candidates who could form a correct future verb managed this **Task 5** well as they could revisit points made earlier in their accounts: *je vais dormir huit heures...*, *je mangerai des repas sains...*, *je vais faire du yoga...*, *je jouerai au tennis...*, *je vais nager à la piscine...*, *je vais me relaxer avec ma famille...*. All ideas which could in some measure enhance physical and mental health were acceptable.

Range

Many candidates had some success with simple and limited linkage which allowed for a mark in the 5–6 band. Only the strongest candidates reached the upper bands: they could produce longer and more complex sequences e.g., *le docteur a dit que c'était parce que je ne dormais pas assez...*, *après avoir travaillé dur à l'école, je ne pouvais rien faire...*, *le fast-food et les boissons gazeuses menacent la santé de jeunes, si on les achète trop souvent, on risque...*, *s'il y a quelque chose qui menace la santé des jeunes, c'est la technologie...*, *c'est une bonne idée de lire des livres pour se détendre, c'est mieux que de jouer des jeux vidéos...*, *les sports nous aident à réduire le stress...*

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

Accuracy

The accuracy of spelling, gender, use of the appropriate article, placing and agreement of adjectives are all considered here. Candidates should show their ability to manipulate verbs consistently in a variety of tenses and persons in order to access the highest bands of the mark scheme.

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

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