



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In French (1FR0)

Paper 1H: Listening and Understanding in
French

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Introduction

The unit was worth 50 marks and was divided into two sections, A and B. The first 2 questions, section A, were set in the target language (10 marks). The remaining eight questions, Section B, were set in English (40 marks).

Candidates had 40 minutes in which to complete their answers, plus five minutes of general reading time at the start of the test.

Section A

Question 1

Candidates were asked to identify key points and details of a young person talking about their experience at primary school. Candidates had to complete five sentences in the target language. They had to select five answers from a given list of 11. The most common correct answers were in part (c), "*livres de fantaisie*" and (d), "*facile*". Parts (a) and (b) were less successfully done. In part (a) candidates failed to recognise the negative or possibly the verb *dessiner* in, *à l'école primaire je n'aimais pas écrire mais j'adorais dessiner*, "*écrire*" was a common incorrect answer but so was, "*sciences*". In part (b) many candidates failed to recognise the tenses and time indicators in, *Je préférais les sciences. Mais, maintenant au collège, ma matière préférée, ce sont les maths*. Here also, the most common incorrect answer was, "*sciences*". Part (e) proved the most difficult, with many candidates failing to match, *Je n'avais pas beaucoup de devoirs* with "*peu*" in the box.

Question 2

Candidates were asked to identify information about holiday preferences. Candidates had to complete five sentences with the correct name from a given list of four. The most common correct answers were (b), Aya, (c), Léo and (e), Jamal. In part (a), many candidates did not match the reference to *goûter la cuisine locale* in, *Mouna, quand elle visite une région, elle adore goûter la cuisine locale*, with, "*mange toujours les spécialités de la région*". The most common incorrect answer for part (a) was Jamal. In part (d), many candidates either did not understand the sentence, *Mouna ne prend plus l'avion* or recognise the use of *ne ...plus*, or possibly the use of *ne ...pas* in the question. The most common incorrect answer for this part of the question was Aya, a misunderstanding of *Elle part toujours en avion*.

Section B

Question 3

Candidates were asked to identify key points in an extract of someone speaking about learning languages. There were four multiple choice questions. The most frequently correct answers were parts (i) and (iii). Part (ii) was the least well done with less successful candidates failing to recognise, *Je vais apprendre le chinois à l'université*, the most common incorrect answer was C, "Polish". In part (iv), many candidates failed to match, *tout le monde doit apprendre une langue* with answer C, "essential". The most incorrect answer was A, "easy", with candidates not recognising the use of the negative in, *même si ce n'est pas facile* in the extract.

Question 4

Candidates were asked to identify the key points made by someone speaking about the Christmas market in Lille. They were asked to select three correct statements from a given list of seven. The most common correct answers were C, "It attracts foreign visitors", and G, "The quickest way to get there is by tube". The correct answer B, "It closes on the 31st December", was not well done, many candidates not recognising *Le marché dure jusqu'au 31 décembre*. The most common incorrect answer was A, "It is open on Christmas day", with candidates misunderstanding, *il est fermé le jour de Noël*. Answer D, "The people who work there are all local", was also a common incorrect answer with candidates not recognising, *Les employés viennent de toutes les régions de la France*.

Question 5

Candidates were asked to identify key points and details of someone talking about helping good causes. There were three multiple choice questions. The most frequently correct answer was part (i) C, "walk the dog", followed by part (ii) C, "clothes". In part (iii), less successful candidates did not identify amongst the gains from helping others the *le plus important* in the sentence, *le plus important, c'est que j'apprends de nouvelles compétences* and match this with answer D, "learn new skills". Incorrect answers were divided across the other options.

Question 6

Candidates were asked to identify the key points and some details of someone talking about their role model, Kylian Mbappé. Candidates had to answer open-ended questions in English. The extract was divided into two parts, (a) and (b). In part (a), candidates answered two questions worth three marks and in part (b), two questions worth one mark each. The most frequently correct answers in part (a), were question (i) and part of (ii), and in part (b), question (i). In part (a)(i), candidates had the choice between three answers, the most commonly correct one was, "they are sporty". The alternative answers, "his father was a footballer/ coach" or "his mother was a basketball player" were also common but many candidates failed to recognise the use of the past tense in *était* and gave answers in the present rather than the past tense. Some candidates lost marks by taking information from different parts of the extract to create incorrect answers, on hearing, *Mbappé a grandi dans une famille sportive* gave the incorrect answer, "his family is a big" or "he comes from a big, sporty family". Part (a)(ii) was less well done although many candidates scored one mark for, "he is hardworking", "he worked hard". However, for the second mark, many candidates again did not recognise the past tense and some key vocabulary in the sentence, *il a réussi à être un footballeur célèbre*, many missed the idea of succeeding despite having difficulties at school or Mbappé becoming a famous/successful footballer. Some answers lacked detail and answers such as, "he is a footballer", were common. Quite a few candidates gave incorrect answers involving the speaker François e.g., "he has problems at school like François"/ "he helps François with his problems at school". In part (b)(i), the most common answer was, "he is calm", *toujours* was often misunderstood, leading to incorrect answers such as "he is calm every day". The alternative answer, "he is gifted/talented" was less common. The third answer, "he scores lots of goals", was often attempted but not always correctly, quite a few candidates linked the French with the English word boots and gave answers such as "he sponsors boots", "he wears special boots". Again, sometimes the word goal was attached to another answer to form an incorrect answer e.g., "he is calm in front of the goal". Some candidates repeated the question and answered, because "he is a good footballer". In part (b)(ii), many candidates did not recognise the word *malades* in *enfants malades*. Common incorrect answers were "children with disabilities", "children in need", "homeless children", "orphans", etc.

Question 7

Candidates were asked to identify the key points and some details of someone talking about a holiday in Senegal. Candidates had to answer open-ended questions in English. The extract was divided into two parts, (a) and (b). In part (a), candidates answered three questions worth one mark each and in part (b), two questions worth one mark each. The most frequently correct answers were part (a)(i) and (iii) and part (b)(ii). Part (a)(i) was generally well answered with many candidates successfully identifying that Clémentine's mother came from Senegal, many attempted the alternative answer, "her mother hadn't been there/back there in 35 years" but unfortunately, gave an incorrect number, 5, 30, 31 were common incorrect numbers given along with a variety of other numbers. Part (a)(ii) proved more challenging and the word *la tempête* was not well known. There were a wide range of incorrect answers that were more guesswork than based on the extract, answers such as, "the plane was late", "the plane was broken", "there was no pilot/fuel" etc. Part (a)(iii) was well done by many candidates, but some candidates failed to understand, *j'ai rencontré beaucoup de membres de ma famille* and incorrect answers included "spent a lot of time with her family", some candidates rendered *membres* as memories with answers such as, "she made a lot of memories" with her family. In part (b)(i), there was a choice of two answers, many candidates understood one of the two key ideas of lots had changed, she didn't recognise her village, although many lost the mark by rendering *village* as town. Where candidates did not understand this part of the extract, there was evidence of guesswork, and a lot of answers were about there not being many activities or sports to do. Part (b)(ii) was well done, of the two possible answers, "there were too many people", was the more common. Some candidates lost marks by confusing *gens* with *jeunes* and giving the incorrect answer, "there were lots of young people". The alternative answer, there was not enough public transport, from, *il n'y avait pas assez de transport en commun* was not well recognised, many candidates missed the element of *pas assez* and gave incorrect answers such as, "the public transport was bad", "there was no public transport". There was again evidence of candidates taking individual words from each alternative answer to form incorrect answer, a common example was, "the public transport was too crowded", "there were too many people on public transport".

Question 8

Candidates were asked to identify key points, details and opinions given by two speakers about sport. There were six multiple choice questions, and the question was broken into two parts, part (a) and part (b), each with three questions worth one mark each. In part (a), the most common correct answer was (iii) A, "scuba diving" and in part (b)(i) A, "have fun" and (ii) D, "spent time with her family". In part (a)(i), less successful candidates failed to recognise or understand, *le rugby est populaire mais on a besoin d'un terrain de sport* and match it with answer B, "a rugby pitch". The most common incorrect answer was A, "sports hall". In part (a)(ii), candidates failed to recognise the use of tense and time indicators in, *Avant je jouais pour l'équipe de volley mais plus maintenant* and the most common incorrect answer was A, "plays for a team". In part (b) (ii), some candidates failed to understand, *on doit passer un examen d'EPS* and match it with answer C, "must take an exam in PE". Common incorrect answers were A, "have two hours of PE per week" and C, do not have PE clubs despite hearing, *on a trois heures d'EPS par semaine et des clubs*.

Question 9

Candidates were asked to identify key points and details from a text on the speaker's job as a photographer. Candidates had to answer open-ended questions in English. The question was divided in two parts, part (a), with four questions, worth five marks and part (b), with four questions worth five marks. Whilst full sentences are not required, some

candidates lost marks with answers that lacked detail at this level, often one-word answers which did not score marks, such as in 9(a)(i), "6". The most frequently correct answers were part 9(a), (i), (ii) and (iii) and in part 9(b), (i) and (iv). Part (a)(i), this was generally well done, some candidates lost marks because they gave the incorrect number, "when he was 16", was common but other incorrect answers varied with numbers such as 12, 15, 17, 21 etc. Some candidates failed to understand, *depuis l'âge de 6 ans* and, "six years ago" was also a common incorrect answer. Some candidates misheard *6 ans* as *saison* and gave answers about different seasons. In part (a)(ii), *appareil photo* was well known, but some candidates gave incorrect answers such as, "he took photos of his birthday", or "he gave him a photo for his birthday". Incorrect answers in part (a)(iii) were about him studying photography at his school/ in the 6th form. Part (a)(iv) proved the most challenging in part (a), there were three possible alternatives and candidates had to give two. The most common correct answer was, "he spent 6 months at school and six months at work", but some candidates failed to recognise the word *stage* and rendered it as, "six months on the stage". Many candidates failed to recognise the use of the past tense in this part of the extract and misunderstandings of certain words meant they did not score e.g., *magazine* was misheard as *magasin*, there were lots of incorrect answers about working in a shop. *Mode* was frequently rendered as models, so, "takes pictures of models", was a common incorrect answer. Some candidates misunderstood, *j'ai dû travailler le soir à la maison* and incorrect answers such as, "he had a job in the evening", "he worked during the night", "had to work from home in the evening", were common. Part (b)(i) was generally well done but some candidates again did not recognise the use to tenses and time indicators in, *Au début je prenais des photos d'animaux, puis la nature mais, maintenant j'aime raconter la vie des gens en photos. Vie* was often confused with *ville* and, "photos of his town", was a common incorrect answer. In part (b)(ii) there were three possible alternatives and again some items of vocabulary caused problems e.g., *tremblement de terre* and *journal* which was often rendered as journal rather than newspaper. Less successful candidates upon hearing, *j'ai gagné un prix*, gave incorrect answers around earning lots of money. Again, less successful candidates lost marks by adding details not in the extract e.g., "he won a prize in a competition". In part (b)(iii), the word *exposition* was not well known and although we accepted *exposition* as an alternative to *exhibition*, many candidates incorrectly rendered it as *expedition* and answers such as, "he wants to go on an expedition in/to Paris", were common. Part (b)(iv) was well done but again some candidates lost marks by giving answers based on guesswork like, "you need to be patient/ focused", some incorrectly rendered *attention* as, "you need to watch out/be careful".

Question 10

Candidates were asked to identify key points and opinions of two speakers talking about extracurricular activities. There were two parts to the question, 10 (i) and 10 (ii), each with a different speaker and each worth two marks. Candidates had to tick two statements from a given list of five for each part of the question. Part (i) was generally very well done, the most common correct answer was D, "She learnt a lot about life in England", the most common incorrect answer was A, "The exchange trip was expensive". In part (ii), the most common correct answer was E, "He has tried different activities" and the most common incorrect answer was C, "He met his best friend at the drama club", a misunderstanding of *mon ami et moi, nous faisons du théâtre*.

Summary and advice to centres

Marks lost in this examination are most typified by answers provided in the following questions.

Section A

Questions 1 and 2. These are set in the target language and require candidates to complete sentences in Question 1 and to identify the views of named individuals in Question 2.

Advise candidates to use the reading time to try and work out in Question 13 what part of speech is required to complete the sentences. For example, In Question 13 (d), *Le travail était ...* needs to be followed by an adjective so answers such as "*romans*", are incorrect. In Question 14 candidates should take time to work out the meaning of the individual statements. They should also listen for negative and positive statements, comparatives, time indicators and tenses.

Section B

Questions 3, 4, 5, 8 and 10 (and 2). These questions require candidates to pick out key points and some details both of information and opinions by choosing from a given range.

Advise candidates to listen to the whole and not just individual items of vocabulary. They should listen for the use of negation, time indicators and tenses, qualifiers, the use of the comparative, positive and negative opinions.

Questions 6, 7 and 9 require candidates to respond to questions in English.

Advise candidates to use the reading time available to think carefully about the questions asked, to read the questions carefully and to check the number of marks available. Whilst the required answers are not long, candidates should ensure they give precise or complete answers to the questions, for example in Q9(a)(i), "when he was six", not simply, "six". On the other hand, too much information given can sometimes negate the given response, particularly where there are alternative answers and candidates take elements of each one to create an incorrect answer, e.g. in Q6 part (a)(iii), "he is calm in front of the goal".

Throughout the paper, knowledge of the vocabulary listed in the specification (Foundation and Higher) is essential, candidates often lose marks because they do not know key vocabulary including numbers. The question titles across the paper also provide an important clue to comprehension e.g. 'My role model', 'A trip to Senegal'.

