



Examiners' Report Principal Examiner Feedback

Summer 2025

Pearson Edexcel GCSE
In French (1FR0)

Paper 4H: Writing

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Introduction

On this paper, candidates were assessed on their ability to communicate effectively through writing in French.

They were expected to write effectively for a variety of purposes across a range of specified contexts and to show competency in several areas:

Communication for different purposes and in different settings to interest, inform and convince:

- to describe and narrate in short and more extended texts in a clear and coherent way to convey meaning, give information, present facts, key points, express and justify ideas and opinions
- translate a passage

Language:

- write simple sentences in familiar language and use a variety of vocabulary and grammatical structures with some complexity accurately and fluently
- use present, past and future tenses
- use appropriate style and register

The Paper

- the assessment time was one hour and twenty minutes
- the use of dictionaries was not permitted
- the instructions to candidates were all in French

The Questions

- there were two open questions and a translation from English to French..
- candidates had to answer all questions with two questions presenting two options.
- recommended word counts were specified for each open question
- each question was set in a context drawn from the themes and topics
- tasks featured general content that was familiar and accessible to all candidates
- the length required of each response and the complexity of language increased across the paper

Assessment

- the paper was out of 60 marks

Candidates' ability was assessed accordingly:

- question 1: convey information, narrate, express opinions, interest and convince. Candidates had to use the informal register. This question was common to the foundation tier.
- question 2: convey information. Candidates had to use the formal register
- question 3: translate a short passage from English to French. The individual sentences were ordered in increasing level of difficulty

Candidates were not penalised for exceeding or falling short of the word limit or for going beyond the mandatory bullet points.

Question 1a

This question had the theme of School, and the topic of what school is like. Candidates were given four bullet points within the context of an email to a friend. The question had to be answered using present, past and future time frames.

Candidates had to mention:

- 1) favourite subjects at school
- 2) what they did at school recently
- 3) why studying French is important
- 4) what they will do next year

This was a popular question, and a good number of students attempted all bullet points with some development. Bullet point one presented no problem with candidates giving very good reasons for liking their subjects, though some candidates gave overly lengthy answers including subjects they didn't like and those their friends like. Most candidates answered the second bullet point fine giving good development. Some wrote about what they did but didn't relate it to school. There were some very good answers to bullet point three. Bullet point four was very well done with most candidates answering it in the spirit of the topic area i.e. what they are going to do at school.

Question 1b

This question had the theme of Identity and Culture and the topic of shopping. Candidates were given four bullet points within the context of an email to a friend. The question had to be answered using present, past and future time frames.

Candidates had to mention:

- 1) what they like to buy
- 2) the last time they shopped online
- 3) the advantages of going to large supermarkets
- 4) a shopping centre they will go to in the future

Candidates struggled with this question. Bullet point one was answered well. Most candidates were able to give a description of what they like to buy. However, for bullet point two, many candidates wrote about their last shopping experience rather than an online, perhaps due to 'en ligne' not being known and one or two gave an opinion of shopping online. Candidates generally understood bullet point three well and mostly wrote about the bigger choice. There were some good answers for bullet point four, especially when a real love of shopping came through, as candidates clearly had a particular shopping centre in mind that they wanted to go to. There were some nice cultural references such as 'Galeries Lafayette' and Paris in general due to the choice of fashion. There were similar issues with language formation in answers to both questions in terms of the shaky formation of the perfect tense mostly due to the incorrect auxiliary being used. There was also little complexity, sometimes incorrect time frames were given, so 'l'année dernière' instead of 'l'année prochaine' was given.

Some candidates used too many idioms in their answers, which made the piece stilted and if misused detracted from the clarity. The most common ones were 'ma tasse de thé, quelle horreur, autant que je sache'.

Question 2a

This question had the theme of International and global dimensions and the topic of charity help. Candidates were given four bullet points within the context of writing an article. They had to write 130 – 150 words. The question had to be answered using present, past and future time frames.

Candidates had to mention:

- 1) how they help their families
- 2) why it's important to help society
- 3) a charity sale their school organised recently
- 4) how they will help others in the future

This question was not as popular as its counterpart. However, there were some very good answers. Answers to bullet point one ranged from helping with the housework to doing the food shopping for a grandparent and helping younger siblings with their homework. For bullet points two and three there was much creativity with some very nice ideas, even moving ones! Clearly candidates feel strongly about helping others and the state of the world they live in. Although some candidates focussed on the environment for bullet point two and forgot or didn't understand 'vente' in bullet point three and just mentioned an event, but this was credited. There were some lovely creative ideas for bullet point four with a wide range of ways candidates will help, some of which were heartwarming to read. Quite a few candidates far exceeded the word count and some used a few too many idioms, which were forced. Most verbs were solid

Question 2b

This question had the theme of Local Area, holiday and travel and the topic of town, region and country. Candidates were given four bullet points within the context of writing an article. They had to write 130 – 150 words. The question had to be answered using present, past and future time frames.

Candidates had to mention:

- 1) what there is to do for young people where they live
- 2) the advantage of living in a big town
- 3) what they have done recently in their area
- 4) what they will do in the summer holidays

Overall, this question was done well. The less accomplished ones gave a list of things to do for bullet point one and some omitted to refer to young people. Some misinterpreted the bullet point and referred to what they do for young people in their area. Bullet point two was generally well done, but some gave advantages of where they live rather than a big town. A handful wrote about the disadvantages, thereby not reading the bullet point carefully enough. Bullet point four was well answered on the whole, although some wrote about future life plans rather than the summer holiday.

Question 3

This question addressed the theme of Future Plans and the topic my ambitions. Candidates had to translate a passage from English to French.

There were some very good attempts at the translation, but gaps in knowledge of vocabulary such as engineer, same, intend, become caused problems. Many gave alternatives such as 'mécanicien' and 'être' for engineer and become respectively. Tenses also were an issue. Many used the present tense for 'there was a lot to do' and 'I do not want to' was often translated by 'je ne voudrais pas'. Replacement verbs such as 'espérer'

and 'vouloir' were also used for 'intend'.

General advice to candidates

Candidates are advised to make sure their knowledge of tenses is secure and that they use complex constructions as accurately as possible to access the higher bands on the Linguistic Knowledge and Accuracy mark grid. If idioms are used, they should enhance the answer rather than be superfluous and getting the words in the right order is key. As far as possible, the words count should be adhered to, as, in some cases, development included everything about my school for example for question 1a. In addition, it was clear that the lengthier answers contained more mistakes.

