



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel International GCSE

In French (4FR1)

Paper 01: Listening

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Publications Code 4FR1_01_2506_ER

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Introduction

June 2025 is the fifth full session for 4FR1 01, Listening, set in accordance with the specification, International GCSE French 4FR0, and is the fourth post-pandemic. This paper was of equal demand, as ever, as the main paper, 4FR1 01R. This session, in an increase from last June, there were, as in 2406, over 6000 candidates for this single tier qualification. The marking principles and rubrics for this specification remain consistent with previous sessions, in line with 2019 standards. The total time allocated to this 40 mark paper is 30 minutes plus 5 minutes' reading time. There is no optionality in this paper, and most candidates attempted all seven questions. Five questions do not require productive use of French. Just Questions 3 and 7 require the productive use of French which examiners assess for communication only.

As in previous sessions, examiners assessed performances across the whole range of ability. The questions are all taken from the five specified topic areas and their sub-topics. The six questions are of increasing demand, with early questions targeting Grades 1 and 2, and Q7 seeking to elicit performances up to Grades 8 and 9. In most questions, an example precedes the question, so that the candidates can see how question parts seek details and how candidates should communicate them. Q1 is a visual pairing question on health, where up to 4 marks are on offer, and candidates listen to quite short utterances and match them to the appropriate image. Q2, about school rules, is worth 6 marks and requires candidates to indicate details of the school rules and their relevance to the three speakers, from a choice of eight images, including the example. The passage does not mention all the visuals depicted. Q3, again worth 6 marks, is a more extended passage about home; and candidates have to produce brief target language responses, not necessarily in sentences. In Q4, a non-verbal question on health to work out whether the six speakers are giving opinions which are in past, present or future time frames, offered up to 6 marks. Q5 is a passage discussing shopping. Candidates can earn up to 6 marks by identifying the six correct multiple-choice responses, with three distractors offered in each part. Q6 relates to travel. Candidates select six words from a pool of thirteen to complete the sentences in the question, paying attention to both grammatical accuracy and the sense of the speakers in the passage. There are up to 6 marks on offer in this non-verbal question which is aimed at more able candidates. A further 6 marks are available in Q7 for responses in the target language pertaining to summer holidays. As in Q3, examiners assess responses for communication only, not for quality of language, except that candidates' responses need to be unambiguous, in the context of this International GCSE specification.

Question 1

As might be expected, many candidates earned all 4 of the available marks and the topic area of health appeared to be quite familiar to many. However, some candidates lose credit by selecting the ailments and body parts which are not correct, and thus proved to be plausible distractors.

Question 2

Six crosses are required, each worth 1 mark. Examiners remind candidates that for every cross in excess of six, 1 mark is deducted *pro rata* from the total score. The most common loss of credit in this regard is where Thomas is crossed in (a), indicating a vocabulary confusion between *chaussures* and *chaussettes*. Even if candidates are unsure, it is advisable to offer 6 crosses, since candidates offering fewer are automatically capping their scores.

Question 3

The paper is written consistent with all previous sessions and to the same specification as set out in the SAMs. This question, quite early in the paper to require a verbal response, elicits a range of levels of response but in the vast majority of cases, candidates earned some credit where they attempted the question. Examiners set the paper such that in a listening comprehension the demand on written expression is not excessive thus in (a), responses as short as *petit appartement*, score. The most common cause of lost credit is to focus on the *chambre* or to write simply *petit*. Following from the prompt *appartement* needs to be explicit. In (b), some candidates deem *fênetre* to be an item of furniture whereas *commode* or *lits superposés* are the correct responses. It is not sufficient to write *lits* because this is devoid of the key characteristic *superposés* and this detail is one of the more discriminating parts in Q3 (c). Examiners accept a wide range of spelling of *en face* and if the response would sound similar, it may score: *en fasse*. In the *roue* or *rouge en face* are ambiguous and cannot score. *dans la rue en face* (on its own) is rejected, as the *en face* notion is key. In (d), *plein air* is similarly an essential notion, and is not felicitously rendered by candidates who write *plan air* or *plenair* which are too ambiguous to score, though examiners are as flexible as possible in assuming that the message has been communicated: *pleinair* scores, as one word. *manger* is another part of the correct response but on its own is too vague to be credited.

Question 4

This non-verbal response question requires candidates to identify the correct time frames, and again as in Q2, 6 crosses must be offered and no more. Indications such as time markers like *demain* or *ce matin* can help candidates pinpoint the correct information. Examiners advise candidates to dedicate time to practising verb morphology and formation. For instance in (f), the present tense is often offered as the response, maybe because *fait* sounds like a present tense rather than the passé composé form *a fait*. Equally in (b) the ending *-ons* can belong to a present tense as well as to a future tense, and caused confusion to some candidates.

Question 5

It is worth considering the overall context of the passage and since *vêtements* are mentioned, *porter* is likely to go with this as *le shopping* is the title. While other options are grammatically possible it is unlikely that *vendre* would go with shopping. There is some confusion in the part of the passage relating to Daniel especially in (e), as candidates are not always sure what Daniel's penfriend is able to do with the gift, and perhaps in (f), the need for good understanding of adjectives is highlighted, with *serviable* possibly being a lesser known adjective.

Question 6

As ever, the grammatical context of the words from which to choose can assist candidates quite greatly and while there may be more than two grammatically plausible answers, before the meaning of the sentence is considered, if at all possible, it is useful to discount those options which are grammatically impossible. For example, in (a), after *depuis*, an adverb or adverbial time construction *pani caroline* is required and an adjective or verb are unlikely to be apt. Likewise in (b), a verb is the most plausible grammatical response, thus all other options can be discounted. There is a spread of performance in Q6, with quite a number of candidates scoring strongly in the last three parts. (c) is perhaps the least successful part, highlighting the need to learn adverbs and their usage.

Question 7

In this question, there are a number of routes to the correct answer and the first two elements are credited with several correct ways to earn them. Candidates could usefully take care in ensuring that positive elements are on the positive parts (a) and (b), for instance, sometimes they are offered in error in (c) for example, and cannot score: *pas besoin de passeports* offered has unfortunately be rejected in (c), though it is a correct advantage. Either *a joie vue de la mer* (not *mère*), or *gîte a une jolie vue* can score, but mentioning *rester à la maison* is not a positive. For (c), a goodly number of candidates attempted the notion of not having to prepare food but

pension complète is not successfully conveyed in all cases. In (d) and (e), there is frequent confusion over *eau potable* and *portable* with regard to *connexion portable* or *WiFi*, an effective discriminator of the water notion. The same ideas are sometimes mistakenly offered in (e) and (f), where mention of repairing the games room or the fact that the washing area is too far away earn 2 marks. Perhaps from unhappy personal experience or general knowledge some candidates suggest that the *bloc sanitaire est salle* or *réparer la salle de jeux*. While these suggestions cannot score based on the passage, the latter being untargeted, they are better guesses in context than no response.

Advice

The following guidance is based on the June 2025 performance. As ever, there are 28 marks on offer for non-verbal questions, and there is a gradual incline of demand, as the questions target performances at gradually higher grades.

1. Candidates should refer to the Sample Assessment Materials (SAMs) and especially to the many past papers which are now available. This will give some sense of the question types and rubrics of this paper, which are consistently set to the same guidance.
2. Q2 carries 6 marks. Offering more than six crosses results in an automatic *pro rata* deduction of marks, so doing so is strongly discouraged.
3. Q3 and Q7 require candidates to answer in French. Communication is key, but linguistic accuracy needs to be sufficient to facilitate creditworthy unambiguous communication.
4. Reading time before the recording starts should be used actively, especially for questions where there is quite a lot of reading requirement, such as Q5.
5. Q5 and Q6 particularly would benefit from consolidation of minimum core vocabulary items, for instance, adverbs, as these are frequently important discriminators between correct responses and distractors.
6. In Q7, candidates should check that they are offering information in the correct parts. Correct information written in answer to an incorrect part cannot score.
7. It is worth looking at the example. Not only does this show how to approach a given question, but particularly in Q7, it avoids candidates replicating this material fruitlessly in their own responses.
8. We encourage candidates and teachers to consult the Specification, including the programme of grammar study, specified topics and sub-topics and minimum core vocabulary, as this may help to focus preparation most effectively.

