



Mark Scheme (Results) Summer 2025

Pearson Edexcel International GCSE
In French (4FR1) Paper 02
Reading and Writing

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Marking principles

- Order of elements: if two responses are offered where only one mark is available, only the first element will be assessed. Preambles and re-working of the question do not count.
- Elements which contradict each other (vitiation) lose the mark (eg It is black and it is not black).
- Untargeted lifts will not be credited.
- Misspellings/grammatical errors are tolerated, provided they do not result in ambiguity.
- If a candidate repeats an error, credit is withheld in the first instance only

Question Number	Answer	Mark
1 (a)	B dans le sud de la France	(1)
1 (b)	B animé	(1)
1 (c)	A moins	(1)
1 (d)	D voiture	(1)
1 (e)	C étudier	(1)
1 (f)	B libres	(1)

Question Number	Answer	Mark
2 (a)	M - figurines	(1)
2 (b)	B – l'extérieur	(1)
2 (c)	H - énergie	(1)
2 (d)	J – rarement	(1)
2 (e)	C - acheter	(1)
2 (f)	K - contents	(1)

Question Number	Answer	Mark
3	A – Windy, Antony	(2)
	C - Cyndra	(1)
	D - Cyndra	(1)
	E - Antony	(1)
	F – Cyndra	(1)
	G - Windy, Antony	(2)

Question Number	Answer	Accept	Reject	Mark
4(a)	(un) café		thé	(1)
4(b)	(une) averse	il y avait une averse pas de neige	neige	(1)
4(c)	(les) fermiers (qui) travaillaient AND (les) moutons (qui) mangeaient (de l'herbe)	fermiers travailler / travaillent moutons manger/ mangent	les oiseaux qui chantaient fermiers (too vague) moutons (too vague) lift: <u>cependant</u> , elle pouvait voir les fermiers qui travaillaient et les moutons qui mangeaient de l'herbe dans la ferme	(2)

			(withhold 1 mark) manger moutons	
4(d)	<u>donner</u> (à) manger aux poules AND (aller) <u>chercher</u> (son) courrier	donne (à) manger aux poules aller/va (à la) boîte aux lettres prendre (courrier) nourrir (les/des) poules va dans son jardin	manger les poules ouvre la fenêtre lift : elle a donné à manger aux poules dans son jardin sans oublier d'aller chercher son courrier dans la boîte aux lettres. (withhold 1 mark)	(2)
4(e)	(une) éclaircie	lift : l'averse s'était arrêtée (le temps était) clair(e)	l'averse	(1)
4(f)	(tous) les vêtements (étaient) chers	(c') est cher les vêtements sont cher	la boutique était belle la boutique vendait beaucoup de choses	(1)

4(g)	(un) imperméable AND (un) foulard		des chaussures des chapeaux lift : Madame Bovary <u>y</u> a acheté un imperméable et un foulard (withhold 1 mark)	(2)

Question Number	Answer	Accept	Reject	Mark
5(a)	quatre	4 lift : il y en a quatre	1 une dix un quatre	(1)
5(b)	chercher des recettes AND (passer des heures à) cuisiner	(ils) cherchent des recettes (ils passent des heures à) cuisiner	lift : Il y a dix ans, les Français cherchaient des recettes et cuisinaient pendant des heures à la maison (withhold one mark) commander leurs repas payer leurs repas	(2)

			rester chez eux cherchaient des recettes passaient des heures à cuisiner cuisinaient	
5(c)	<u>avoir</u> plus (de) clients	<u>attirer</u> plus de consommateurs/clients <u>avoir/ont</u> (de) plus en plus de clients <u>vouloir/veulent</u> plus de clients <u>recevoir</u> plus de clients commander en ligne est un succès Les restaurants qui le font/qui permettent aux clients de commander en ligne ont du succès de plus en plus de clients pour avoir plus de succès	lift : Dû à ce succès, plusieurs boucheries ont l'intention d'offrir ce service au public <u>il y a</u> plus de clients plus de clients	(1)

5(d)	(les) moules (marinières) AND (le) pâté en croûte		pizzas sushis pâté lift: ou des plats traditionnels comme des moules marinières ou du pâté en croûte	(2)
5(e)	(les) plats (sont) faits avec des légumes frais	les légumes utilisés sont frais légumes frais	lift : il y a <u>bien</u> <u>sûr</u> des plats qui sont préparés avec des légumes frais	(1)
5(f)	(les) hors- d'œuvre		fourchettes couteaux lift : <u>Cependant</u> , il faut payer en plus pour les hors d'œuvre le prix pour/des hors d'œuvre	(1)
5(g)	en offrant de meilleurs prix (aux clients) AND	en baissant/baisser le prix des repas commandés (par les clients) utiliser moins de sacs en plastique	lift : les compagnies utilisent trop de sacs en plastique lift : les repas commandés coûtent plus	(2)

	en utilisant moins de sacs en plastique	en réduisant/réduire l'impact environnemental meilleurs prix moins de sacs en plastique le prix au restaurant et en ligne est le même donner (des) sacs en papier	cher que dans les restaurants meilleur pour l'environnement il y a moins un impact environnemental	
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Question Number	Communication and Content
6	The candidate should have referred to the following bullet points: • professeur • matières • l'année dernière • moderne Maximum of 4 if one bullet is not addressed. Maximum of 3 if two bullets are not addressed. Maximum of 2 if three bullets are not addressed. Candidate scores 0 if no bullets have been addressed.
Mark	Descriptor
0	No rewardable material.
1	• Isolated examples of relevant information. • Only isolated words and phrases are communicated, as appropriate to the task. • Only isolated items are comprehensible.

2	• The response contains little relevant information with limited use of detail. There may be repetition. • Expresses simple ideas and opinions, as appropriate to the task. • Just about comprehensible overall but with sentences that are mostly unconnected.
3	• The response contains some relevant information with occasional use of detail. • Begins to show ability to express ideas and opinions and to inform, as appropriate to the task. • Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.
4	• Some detail and mostly relevant response to the task. • Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task. • Coherent with logical flow and sequence of ideas, though there may be some lapses.
5	• Detailed and fully relevant response to the task. • Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task. • Coherent with logical flow and sequence of ideas.

Question Number	Linguistic knowledge and accuracy
6	Candidate scores 0 if no bullets have been addressed.
Mark	Descriptor
0	No rewardable language.
1	• Isolated examples of target language vocabulary and structures. • Uses very basic language to write words and phrases. • Isolated examples of accurate language.

2	• Uses very familiar and predictable vocabulary and structures, often repetitive. • Uses simple, familiar and predictable language to write short sentences or phrases. • Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.
3	• Uses familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences but this is not sustained. • Sometimes accurate in using straightforward language but there are major errors with verbs and tenses.
4	• Tends towards use of familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences. • Mostly accurate with some minor errors, e.g. spellings, genders and agreements and an occasional major error, e.g. with verbs and tenses.
5	• Uses a range of vocabulary and grammatical structures. • Language manipulated to produce fluent sentences. • Very accurate with only isolated minor errors, e.g. spellings, genders and agreements.

Question Number	Communication and Content
7	
(a)	The candidate should have referred to the following bullet points: • La technologie que tu utilises le plus. • Comment tu as utilisé ton téléphone portable dans le passé. • Les avantages ou les inconvénients des médias sociaux.
(b)	The candidate should have referred to the following bullet points: • Comment la technologie aidera les jeunes à l'avenir.
(c)	The candidate should have referred to the following bullet points: • Les qualités d'un(e) bon(ne) ami(e). • Ce que tu as fait avec tes amis le week-end dernier. • Les inconvénients de vivre loin de sa famille pour les jeunes. • Ce que tu vas faire à l'avenir pour garder de bonnes relations avec ta famille. The candidate should have referred to the following bullet points: • Ce que tu fais d'habitude pour ton anniversaire. • Si tu penses que les traditions sont importantes et pourquoi. • Une mauvaise expérience pendant une fête dans le passé.

	• Comment tu fêteras la fin de tes prochains examens. Maximum of band 7-8 if one bullet is not addressed. Maximum of band 5-6 if two bullets are not addressed. Maximum of band 3-4 if three bullets are not addressed. Candidate scores 0 if no bullets have been addressed.
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Mark	Descriptor
0	No rewardable material.
1-2	• The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
3-4	• The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence. • The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.
5-6	• The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence. • The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.

7-8	• The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence. • The response is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.
9-10	• The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker. • The response is entirely coherent and while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.

Question Number	Linguistic knowledge and accuracy
7	
Mark	Descriptor
0	No rewardable material.
1-2	• Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition. • Very little evidence of correct spelling, verb formation, gender and agreement.
3-4	• Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition. • Occasional evidence of correct spelling, verb formation, gender and agreement.
5-6	• Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition. • Some evidence of correct spelling, verb formation, gender and agreement.

7-8	• Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition. • Significant evidence of correct spelling, verb formation, gender and agreement.
9-10	• Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition. • Very strong evidence of correct spelling, verb formation, gender and agreement.

Question Number	Answer	Mark
8 (a)	utilise	(1)
8 (b)	payer	(1)
8 (c)	peut	(1)
8 (d)	légères – accept : legères ; legeres ; légères ; lègères ; legères ; legéres ; légeres ; lègères	(1)
8 (e)	ai perdu	(1)
8 (f)	nouvelle	(1)
8 (g)	sommes allés	(1)
8 (h)	avons rempli	(1)
8 (i)	recevrai	(1)
8 (j)	aurait	(1)

