



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE
In French (4FR1) Paper 02R
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)	D tous les ans	(1)
1 (b)	A au tennis	(1)
1 (c)	C utile	(1)
1 (d)	B toujours	(1)
1 (e)	C merveilleux	(1)
1 (f)	D manger de nouvelles choses	(1)

Question Number	Answer	Mark
2 (a)	J - louer	(1)
2 (b)	D - meubles	(1)
2 (c)	L - signent	(1)
2 (d)	I - rapidement	(1)
2 (e)	B - difficile	(1)
2 (f)	G - banlieues	(1)

Question Number	Answer	Mark
3	A – Alexandre, Élise	(2)
	B – Alexandre	(1)
	C - Benoît	(1)
	D - Alexandre	(1)
	F – Élise	(1)
	G – Alexandre, Benoît	(2)

Question Number	Answer	Accept	Reject	Mark
4(a)	trois jours	3 jours	trois / 3 semaine	(1)
4(b)	mettaient (du) maquillage AND lançaient (des) bonbons	portaient/porter (du) maquillage lançaient/lancer (des) bonbons lift : mettaient du maquillage sur leur visage ou lançaient des bonbons portent (du) maquillage lancent (des) bonbons	mangeaient dansaient mettaient lançaient lift : leurs enfants qui mettaient du maquillage sur leur visage ou lançaient des bonbons (withhold one mark) mis de la peinture sur son visage	(2)

			maquillage maquillage sur leur visage	
4(c)	trompette		flûtes musique chanter	(1)

4(d)	dormir	(ils) ne dormaient pas ne dormir pas (on n') entendait pas de flutes entendre des flutes faire des achats aller aux magasins	lift : réveillant ceux qui dormaient chez eux dormaient se sont préparés se préparer entendait des flûtes	(1)
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		acheter des choses ils ne peuvent pas dormir		
4(e)	(il avait de la) peinture sur (son) <u>visage</u> AND (il) a porté (une) bague	(il) avait (une) bague (il a mis de la) peinture sur (son) visage (il) portait (une) bague	peinture bague lift : Il a donc mis de la peinture sur son visage et il a porté une bague (withhold one mark) il a mis de la peinture	(2)
4(f)	(le) salon de coiffure	(le) salon de coiffeur	boulangerie bijouterie	(1)
4(g)	allumer (des) bougies AND chanter	(on) allumait des bougies (devant la cathédrale) <u>faire</u> tout en chantant (on) allume des bougies	faire le tour de la ville lift: on allumait des bougies devant la cathédrale après avoir fait le tour de la ville. lift: (tout) en chantant	(2)

Question Number	Answer	Accept	Reject	Mark
5(a)	(depuis) l'arrivée (du) nouveau directeur	la rentrée	en juin depuis juin depuis le départ de l'ancienne directrice	(1)
5(b)	(plus) justes	juste	pas justes	(1)
5(c)	Any two of the following: (une) chemise (un) jogging (une) jupe	lift: Autrefois, ce n'était pas permis puisqu'il fallait porter une chemise, un pantalon ou une jupe (withhold one mark)	un short une robe un jean	(2)
5(d)	(des) retenues	(des) sanctions	lift: Les professeurs donnaient aussi plus de retenues aux élèves quand ils ne respectaient pas les règles	(1)
5(e)	(elle) envoie des bulletins scolaires AND (elle) organise des réunions	envoyer des bulletins scolaires l'envoi de bulletins scolaires organiser des réunions	lift: le directeur a donc remplacé cela par l'envoi de bulletins scolaires par/avec des bulletins scolaires	(2)

		avoir des réunions par/avec des bulletins scolaires et des réunions (1 mark) des reunions organisées les professeurs discutent / parlent avec les parents	les parents discutent/parlent avec les professeurs	
5(f)	(pour) étudier les matières qui les intéressent (à l'université)	étudier leurs matières préférées étudier à l'université (pour) étudier les matières qu'ils veulent (à l'université) pour l'université	lift: pour étudier les matières qui nous intéressent à l'université l'université	(1)
5(g)	<u>il y aura</u> un conseiller d'orientation AND elle <u>mettra</u> (en place) un système d'aide	<u>avoir</u> un conseiller d orientation mettre (en place) un système d aide lift: l'école mettra en place un système d'aide	lift: nous aurons un conseiller d'orientation un conseiller d'orientation lift: les élèves plus âgés feront nos révisions avec nous	(2)

		aider les élèves avec leurs révisions les élèves plus âgées aideront les élèves plus jeunes/les autres élèves avec les révisions	un système d'aide lift : un conseiller d'orientation pour nous guider avec nos choix professionnels.	
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Question Number	Communication and Content
6	The candidate should have referred to the following bullet points: • énergie • pollution • le week-end dernier • facile 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. Occasional major errors, 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: • Comment tu commences ta journée chaque matin. • Ce que tu as fait après l'école la semaine dernière. • S'il est important que les familles mangent ensemble et pourquoi. (b) • Ce que tu feras pour aider tes parents à la maison le week-end prochain. The candidate should have referred to the following bullet points: (c) • Comment tu dépenses ton argent d'habitude. • Ta dernière visite à un centre commercial. • Les avantages ou les inconvénients de faire ses achats en ligne. • Pourquoi tu feras des économies dans le futur.

The candidate should have referred to the following bullet points:

- Décris ta personnalité célèbre préférée.
- Ce que tu regardais à la télévision quand tu étais petit(e).
- Si les spots publicitaires sont nécessaires et pourquoi.
- Comment les jeunes utiliseront les médias à l'avenir.

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.

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)	est	(1)
8 (b)	merveilleuse	(1)
8 (c)	rends	(1)
8 (d)	fêter (accept: feter, fêter, fêter)	(1)
8 (e)	écoutant (accept: ecoutant, ècoutant, êcoutant)	(1)
8 (f)	nous promenions	(1)
8 (g)	prenions	(1)
8 (h)	sont partis	(1)
8 (i)	toutes	(1)
8 (j)	aurai	(1)

