



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCSE

In French (1FR0)

Paper 3H Reading and understanding in French

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2025

Question Paper Log Number 78944

Publication Code 1FR0_3H_2506_MS

All the material in this publication is copyright

© Pearson Education Ltd 2025

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.

GCSE French Higher tier 2025

Paper 3 Mark scheme

SECTION A

Question number	Answer	Accept	Reject	Mark
1(a)	Respecting teachers OR Doing homework <i>Verb is necessary</i>	Completing homework Hwk (for homework) You have to do your homework	Respecting professors Giving/having homework Homework	(1)

Question number	Answer	Accept	Reject	Mark
1(b)	Makeup OR Jewellery		Specific items of makeup e.g. mascara, lipstick, fake eyelashes, etc. or specific types of jewellery e.g. bracelet, necklace, earrings etc Lots of / much makeup	(1)

Question number	Answer	Accept	Reject	Mark
1(c)	Wearing / Must wear (an ugly) uniform <i>Verb is necessary</i>	Wearing (a hideous/terrible/ an awful) uniform (any synonym of ugly is ok) The (English) student / his friend /he/she has / the students/they / have to wear a uniform Coming (to school) in a school uniform	Any other adjectives than 'ugly' (colour adjectives, tight, smart, old-fashioned, neat, dull, formal etc.) The idea that Ahmed/students in Ahmed's school/French students have to wear a uniform Uniforme Strict uniform policy	(1)

Question number	Answer	Accept	Reject	Mark
2(a)	protected him (against a group of horrible boys) <i>Answer must be in the past tense</i>	Would / used to protect him (against a group of horrible boys/bullies/lads) Saved/rescued him Protected them / her from a group of boys. They were/have been friends for a long time <u>Accept harmless additions:</u> in front of/outside school/sixth VI form/college/high school	Tahar protected Mamed Wrong tense (protects, will protect, to protect etc.) Stood up for him / stuck up for him ... There was a group of horrible boys (no mention of Mamed protecting Tahar) They have been friends since school. <u>Harmful additions:</u> in/at/before/during school/primary school <u>Harmful additions:</u> people, children	(1)

Question number	Answer	Accept	Reject	Mark
2(b)	Next to the school OR (More than) twenty minutes (away) from Tahar's /his house/home (on/by foot)	By the school beside the school By / beside the college / VI form / Sixth form / high school	On the side of the school At the corner of Close to/near the school 20 mins away (if on own) Incorrect number of minutes <u>Harmful additions:</u> by car, by bike, etc.	(1)

Question number	Answer	Accept	Reject	Mark
2(c)	For / to have (afternoon) tea / snack (at his parents' house)		Tee For dinner/lunch/a meal To eat (food) / to have/take food To eat bread To try (Spanish) food/snacks To meet his parents <u>Harmful addition:</u> with his parents	(1)

Question number	Answer	Accept	Reject	Mark
2(d)	(It came / was) from a Spanish baker's / bakery <i>If a verb is used it must be past tense</i>	His mum's bread was not as good it/the bread (at Mamed's house) was better than his mum's (bread)	It/the bread was/came from/made in Spain It was sweeter than his Mum's bread. A Spanish pastry shop It is from It comes from	(1)

Question number	Answer	Accept	Reject	Mark
3(a)	(In) Spring OR When the weather is beautiful	When weather is (very) good / weather is fine. (Weather is needed in the above) When it is nice / beautiful / glorious. When it is good / fine outside.	Any reference to temperature eg. hot, warm, Any reference to specific weather type e.g. sunny, the sun is out, In the morning	(1)

Question number	Answer	Accept	Reject	Mark
3(b)	If their bike has /is broken (down)	If their bike is not working / out of order	If their bike is damaged / faulty	(1)

		(Must be clear that <u>their</u> bike is actually broken, and NOT just at risk of breaking in the future)	If their bike was faulty If / when their bike breaks.. Fixing broken bikes is not easy If on own – it's not easily repaired / bikes are not easy to repair Bikes could break Hard to fix if they break Don't know how to fix bikes	
--	--	---	---	--

Question number	Answer	Accept	Reject	Mark
3(c)	How to repair a bike	How to repara / fix / mend a bike (with a sports teacher)		(1)

Question number	Answer	Accept	Reject	(1)
3(d)	Every two weeks Every fortnight	Every 2 weeks in March and April Once every 2 weeks	2 times a week (if on own) In March and April Every other weekend Twice a week Two weeks	(1)

Question number	Answer	Accept	Reject	Mark
3(e)	Depends on the weather	Bad weather Due to / because of the weather	Any reference to specific weather type, e.g hot, windy	(1)

Question number	Answer	Mark
4(i)	C	(1)

Question number	Answer	Mark
4(ii)	B	(1)

Question number	Answer	Mark
4(iii)	A	(1)

Question number	Answer	Mark
4(iv)	B	(1)

Question number	Answer	Mark
4(v)	D	(1)

Question number	Answer	Mark
5(a)	Alicia	(1)

Question number	Answer	Mark
5(b)	Christine	(1)

Question number	Answer	Mark
5(c)	Georges	(1)

Question number	Answer	Mark
5(d)	Edouard	(1)

Question number	Answer	Accept	Reject	Mark
5 (e)	(it was) cancelled	It didn't take place It had to be cancelled There wasn't one It didn't happen	Any mention of wind It was annulled Any reference to charity or environment	(1)

Question number	Answer	Accept	Reject	Mark
5 (f)	<u>15</u> young people found jobs (after the course) (exact number must be specified)	15 youngsters / course participants / attendees found employment / a job / an employer (after joining / participating / taking part)	Teenagers / adolescents / children / students / people Job placement / work experience The young people found work after participating Any other number mentioned, apart from 15. It was a huge success. (if on own)	(1)

Question number	Answer	Mark
6(i)	B, D, G	(3)

Question number	Answer	Accept	Reject	Mark
6(ii)	Information on shows / sporting events / associations	(Advertise / inform of / make people aware of / convey / provide / tell them about / give information on) shows / sporting events / associations Information on local events	Useful signs Get useful information (on own)	(1)

Question number	Answer	Accept	Reject	Mark
6(iii)	(they had) Lots of / many light(s) <i>If a verb is used, it must be in the past tense</i>	Town centres were / town centre was very lit up / very illuminated (the towns gave a lot of importance to town centres with) a lot of lights	Lights (on own) Lots of light (in singular form) More lighting They have lots of lights They gave a lot of importance to town centres (on own)	(1)

SECTION B

Question number	Answer	Mark
7(i)	A	(1)

Question number	Answer	Mark
7(ii)	D	(1)

Question number	Answer	Mark
7(iii)	C	(1)

Question number	Answer	Mark
7(iv)	A	(1)

Question number	Answer	Mark
7(v)	C	(1)

Question number	Answer	Mark
8(a)	Donald	(1)

Question number	Answer	Mark
8(b)	Amélie	(1)

Question number	Answer	Mark
8(c)	Claire	(1)

Question number	Answer	Mark
8(d)	Bertrand	(1)

Question number	Answer	Mark
8(e)	Claire	(1)

Question number	Answer	Accept	Reject	Mark
9(a)	Answer must include « vidéos » or « You Tube ». Il préfère (regarder) des vidéos de langues. OR Les autres adolescents regardent des vidéos de célébrités	Il préfère (regarder) les leçons pour apprendre des langues sur You Tube Lift of end of paragraph 1 from « plutôt que de regarder des langues »	Il préfère les leçons pour apprendre les langues. Georges parle plusieurs langues Answers starting with « il passe de nombreuses heures sur You Tube » unless linked using et / mais with il préfère les leçons pour apprendre des langues.	(1)

Question number	Answer	Accept	Reject	Mark
9(b)	<i>Must contain a verb</i> Il veut (avoir) une carrière internationale.	Avoir une carrière internationale Il est rêve avoir carrière internationale. Il voudrait avoir une carrière internationale Alternatives for « il » = elle / lui / son / sa / leur	Pour sa / une carrière internationale Etre / devenir une carrière internationale Ils voudraient une carrière internationale D'avoir une carrière internationale	(1)

Question number	Answer	Accept	Reject	Mark
9(c)	Langue de ses grands-parents ses grands-parents sont allemands OR Son père est allemand	Il père allemand Les grands-parents de George parlent l'allemand	De l'allemand, langue de ses grands-parents (if lifted together from passage) Reference to Quebec Pour communiquer avec ses grands- parents Il a décidé d'améliorer sa connaissance de l'allemand Complete full lift of second sentence, paragraph 3 from « Georges est né française”	(1)

Question number	Answer	Accept	Reject	Mark
9(d)	Il a gagné un concours (mondial) en Chine / en chinois		Il a commencé à apprendre le chinois. Il a gagné un concours Full lift of final sentence in paragraph 3 "À treize ans... en Chine"	(1)

Question number	Answer	Accept	Reject	Mark
9(e)	(il va pouvoir) rencontrer beaucoup d'adolescents qui partagent sa passion	Rencontrer beaucoup d'adolescents qui aiment les langues	Rencontrer beaucoup d'adolescents qui parlent des / les langues. Rencontrer beaucoup d'autres adolescents	(1)

SECTION C

Question number	Indicative content	Mark
10	I am happy because the exams are finished, and I can rest. I hope to train as a journalist next year. When I was younger, I dreamt of being a programmer and I wanted to work abroad. However, my sister who works in IT tells me that it's rather difficult and tiring.	(7)

Mark	Descriptor
0	No rewardable communication.
1–3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
4–6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.