

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Time 40 minutes and
5 minutes' reading time

**Paper
reference**

1FR0/1H

French

PAPER 1: Listening and understanding in French

Higher Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in French.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests.
- There will be a pause between each question.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Q:1/1/1



Pearson

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Mes passe-temps

1 Éric parle de ses passe-temps.

Complète les phrases en choisissant un mot ou des mots dans la case. Il y a des mots que tu n'utiliseras pas.

parents	violon	karaté	cinéma
souvent	documentaires	judo	
amis	rarement	piano	séries

- (a) Éric lit (1)
- (b) Comme sport, il fait du (1)
- (c) Il aime regarder les (1)
- (d) À l'avenir, il va apprendre le (1)
- (e) Récemment, il est sorti avec ses (1)

(Total for Question 1 = 5 marks)

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Manger au restaurant

2 Namina parle des préférences de ses amis.

Elle parle de qui ? Choisis entre **Florence**, **Abdul**, **Khalida** et **Thomas**. Chacun des prénoms peut être utilisé plusieurs fois.

- (a) déteste le fast-food. (1)
- (b) aime la nourriture des autres pays. (1)
- (c) préfère manger à la maison. (1)
- (d) va fêter son anniversaire au restaurant. (1)
- (e) pense que les restaurants sont chers. (1)

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

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SECTION B

My school

3 Yannick is talking about his school.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(i) There are ... pupils in Yannick's school.

<input type="checkbox"/>	A 600
<input type="checkbox"/>	B 800
<input type="checkbox"/>	C 1 000
<input type="checkbox"/>	D 1 200

(ii) Yannick thinks his school needs more ...

<input type="checkbox"/>	A computers.
<input type="checkbox"/>	B sports facilities.
<input type="checkbox"/>	C discipline.
<input type="checkbox"/>	D clubs.

(iii) He wants to study ... in the 6th form.

<input type="checkbox"/>	A maths
<input type="checkbox"/>	B science
<input type="checkbox"/>	C IT
<input type="checkbox"/>	D English

(iv) His only concern is ...

<input type="checkbox"/>	A long school days.
<input type="checkbox"/>	B low marks.
<input type="checkbox"/>	C exams.
<input type="checkbox"/>	D boring lessons.

(Total for Question 3 = 4 marks)

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Working abroad

4 What does Lionel say about his job?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<input type="checkbox"/>	A He works for a Chinese company.
<input type="checkbox"/>	B He works in the tourist industry.
<input type="checkbox"/>	C He speaks several languages.
<input type="checkbox"/>	D He found his job difficult at first.
<input type="checkbox"/>	E He has his own flat.
<input type="checkbox"/>	F He wants to work in Spain.
<input type="checkbox"/>	G He never sees his parents.

(Total for Question 4 = 3 marks)

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Environmental problems

5 What does Sandiya think?

Listen to the recording and put a cross ☒ in the correct box for each question.

(i) For Sandiya, the biggest problem is ...

<input type="checkbox"/>	A rubbish.
<input type="checkbox"/>	B traffic.
<input type="checkbox"/>	C flooding.
<input type="checkbox"/>	D sea pollution.

(ii) She thinks people should above all travel by ...

<input type="checkbox"/>	A train.
<input type="checkbox"/>	B bus.
<input type="checkbox"/>	C bicycle.
<input type="checkbox"/>	D tram.

(iii) Sandiya thinks her family should ...

<input type="checkbox"/>	A buy less food.
<input type="checkbox"/>	B recycle more.
<input type="checkbox"/>	C give more to charity.
<input type="checkbox"/>	D save on electricity.

(Total for Question 5 = 3 marks)

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Living in the countryside

6 What does Youssef say?

Listen to the recording and answer the following questions **in English**. You do not need to write in full sentences.

Part (a)

(i) Which families find living in the countryside particularly good? (1)

(ii) What would Youssef like to be able to do? (1)

(iii) Why does he like living in the countryside? Give **one** detail. (1)

Part (b)

(i) What is Youssef's father able to do? (1)

(ii) How is his mother going to earn money? (1)

(Total for Question 6 = 5 marks)

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The Emmaüs charity shops

7 What does Annick say?

Listen to the interview and answer the following questions **in English**. You do not need to write in full sentences.

Part (a)

(i) Where can you find Emmaüs charity shops? (1)

(ii) Who does this charity help? (1)

(iii) What does Annick say about Saturdays in the shop where she works? (1)

Part (b)

(i) What work does Annick do in the shop? Give **one** detail. (1)

(ii) Why does Annick like working in the shop? Give **one** detail. (1)

(Total for Question 7 = 5 marks)

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QUESTION 8 BEGINS ON THE NEXT PAGE.



My work and future ambitions

8 Paul and Noémie are talking about their work.

Listen to the recording and put a cross ☒ in the correct box for each question.

Part (a)

(i) What Paul does not like about being a baker is ...

<input type="checkbox"/>	A the physical work.
<input type="checkbox"/>	B working on Sundays.
<input type="checkbox"/>	C getting up early.
<input type="checkbox"/>	D working long hours.

(ii) To become a baker, Paul ...

<input type="checkbox"/>	A worked in a bakery for two years.
<input type="checkbox"/>	B worked in business for two years.
<input type="checkbox"/>	C trained with a master baker.
<input type="checkbox"/>	D studied and did work experience.

(iii) In the future, he wants to ...

<input type="checkbox"/>	A own a company.
<input type="checkbox"/>	B have his own bakery.
<input type="checkbox"/>	C train apprentices.
<input type="checkbox"/>	D be a famous baker.

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Part (b)

(i) Noémie would like to ...

<input type="checkbox"/>	A teach tennis to children.
<input type="checkbox"/>	B be a tennis champion.
<input type="checkbox"/>	C win lots of competitions.
<input type="checkbox"/>	D work in television.

(ii) The best part of her work is ...

<input type="checkbox"/>	A being famous.
<input type="checkbox"/>	B travelling.
<input type="checkbox"/>	C the money.
<input type="checkbox"/>	D winning matches.

(iii) For her, the most important thing is to be ...

<input type="checkbox"/>	A strong.
<input type="checkbox"/>	B healthy.
<input type="checkbox"/>	C focused.
<input type="checkbox"/>	D hard working.

(Total for Question 8 = 6 marks)



Boarding at school

9 Hélène is talking about boarding at school during the week.

Listen to the recording and answer the following questions **in English**. You do not need to write in full sentences.

Part (a)

(i) How is Hélène's decision to board at school different from that of other pupils? (1)

(ii) Give **one** reason why she needs to board at school. (1)

(iii) When do her friends help her? (1)

(iv) Name **two** disadvantages of boarding at school for Hélène. (2)

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Part (b)

(i) What helps H el ene study in the evening? Give **two** examples.

(2)

(ii) What do the boarders do after they have eaten? Give **two** details.

(2)

(iii) What has she learnt by being a boarder? Give **one** detail.

(1)

(Total for Question 9 = 10 marks)



Relationships with parents

10 What do Jamila and Didier say?

Put a cross in each of the **two** correct boxes for each question.

(i) Jamila

<input type="checkbox"/>	A She can't spend the night at a friend's.
<input type="checkbox"/>	B Her brother has more freedom than her.
<input type="checkbox"/>	C She has to call home when she is out.
<input type="checkbox"/>	D She only goes out at the weekend.
<input type="checkbox"/>	E She can't talk to her parents.

(ii) Didier

<input type="checkbox"/>	A His parents have strict rules.
<input type="checkbox"/>	B His parents trust him.
<input type="checkbox"/>	C He has to take a taxi home.
<input type="checkbox"/>	D He can go to bed when he wants.
<input type="checkbox"/>	E His parents involve him in decision making.

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 50 MARKS

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