



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2025

Marking Scheme

French

Ordinary Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

Leaving Certificate Examination, 2025

Marking Scheme French - Ordinary Level

Explanatory note:

In this Marking Scheme,

a **bullet point** indicates an answer which is worth full marks,

a **dash** indicates an answer which is worth partial marks or 0 marks, and

round brackets indicate extraneous material which is not penalised.

Candidates are not required to produce the exact wording of the solutions proposed in this marking scheme for Q.1, Q.2, Q.3 (8), Q.4 (8), and the Listening Comprehension Test. They can obtain full marks if they convey the equivalent meaning.

Annotations used in the marking

Not all responses are annotated

Annotation	Meaning
✓	Correct
	Language / Grammar error(s)
MMS	Modified marking scheme applied
^	Omission
	Blank page
—	Question has not been answered
-1	Penalty of minus one
C1 to C5	Communicative tasks in Section B

Q.1 (40 marks)

1.(a - d).4 x 4 Marks

Write the name of the person who:

- **buys clothes online** – Marie..... 4 Marks
- **says that we shouldn't neglect fashion** – Nadine 4 Marks
- **thinks clothes express our creative side** – Bruno 4 Marks
- **thinks we should buy fewer clothes** – Julien 4 Marks

2. 4 Marks

What does Bruno say is easier for some people to do? (Section 1)

- (It's easier) to copy than to invent 4 Marks
- (It's easier) to copy 2 Marks

3. 4 Marks

According to Nadine, how often do new collections come out? (Section 2)

- Each / Every season 4 Marks

4. 4 Marks

Why does Benoît think that fashion is important? (Section 3)

- (It's essential/important) for the economy and for society..... 4 Marks
- What we wear shows who we are / would like to be..... 4 Marks
 - (It's essential/important) for the economy..... 2 Marks
 - (It's essential/important) for society..... 2 Marks
 - To express yourself 2 Marks

5. 4 Marks

Where does Marie find out about current trends? (Section 4)

- On social networks / media 4 Marks
 - Internet / phone / laptop 2 Marks

6.4+4 Marks

*Give **two** reasons why Julien does not buy fast fashion. (Section 5)*

- It's (often) made by very badly paid minors 4 Marks
- It's an environmental / ecological disaster4 Marks
 - It's (often) made by minors 2 Marks
 - It's (often) made by badly paid people..... 2 Marks
 - (It is bad for the) environment 2 Marks
 - (It is) not eco-friendly / sustainable / durable 2 Marks

Q.2 (40 marks)

1. 4 Marks

What does Natoo explore in her videos? (Section 1)

- The absurdities of modern(-day) life.....4 Marks
 - Modern(-day) life.....2 Marks

2.4 Marks

What did Natoo do in 2016? (Section 1)

- She launched her own brand / a brand of jewellery (made up of brooches and necklaces). 4 Marks
 - She launched her own brand / a brand 2 Marks
 - (She made / produced) jewellery / brooches / necklaces 2 Marks

3.4 Marks

What does Roxane celebrate in her content? (Section 2)

- (Passion for / making) pastries / baking and cooking 4 Marks
 - (Passion for / making) pastries / baking 2 Marks
 - (Passion for) cooking 2 Marks
 - (Passion for) food..... 1 Mark

4 4 + 4 Marks

For what will you find inspiration on Roxane's site? (Two details) (Section 2)

- (Sensational) desserts 4 Marks
- (Flavoursome) snacks..... 4 Marks
- Family meals 4 Marks
 - Meals..... 2 Mark

5.4 Marks

What does Sarah share on her channel? (One detail) (Section 3)

- Her (audacious) motorbike exploits 4 Marks
- (Practical) advice.....4 Marks
 - Passion for / Interest in motorbikes 2 Marks

6. 4 Marks

What distinguishes Sarah from the others? (Section 3)

- Her determination to break stereotypes4 Marks

7.....4 + 4 Marks

What is Sananas an expert in? (Two details) (Section 4)

- Beauty4 Marks
- Make-up.....4 Marks
- Skin care 4 Marks

8.....4 Marks

What subjects does Sananas address regularly? (Section 4)

- (More) personal (subjects) 4 Marks
- (Her) well-being routine 4 Marks
- (Her) travels / trips 4 Marks
- (Her) routine 2 Marks
- (Her) holidays..... 2 Marks

Q.3 (40 marks)

Penalise extraneous material to a maximum of 2 marks. N.B. In questions 1 - 7, if answered through English / Irish – allow half marks only. Where manipulation is required, do not penalise mistakes in grammar. Where manipulation is required and a quotation is given, deduct 1 mark.

1.4 Marks

Qui a introduit Pierre au monde du théâtre ? (Section 1)

- Ses profs..... 4 Marks
- Une / Sa prof (d'anglais) 4 Marks
- M. Dubois..... 4 Marks
- Un / Son instituteur 4 Marks

2.4 Marks

Quels sont les deux pays où Pierre a joué avec sa troupe ? (Section 1)

- (La) France et (la) Russie 4 Marks
 - (La) France..... 2 Marks
 - (La) Russie 2 Marks

3.4 Marks

Trouvez le mot qui montre que le travail d'un technicien est très intéressant. (Section 2)

- Fascinant4 Marks

4.4 Marks

Pourquoi est-ce que les techniciens étudient la boîte noire ? (Section 2)

- Pour comprendre ce qui s'est passé dans les dernières heures et minutes avant un accident d'avion.....4 Marks
 - Pour comprendre ce qui s'est passé dans les dernières heures (et minutes).....2 Marks

5. 4+4 Marks

Citez **deux** choses que Pierre a faites pour perdre du poids (Section 3)

- Je mangeais moins / Il mangeait moins..... 4 Mark
- Je buvais / Il buvait des jus de fruits / de légumes..... 4 Marks

6 4 Marks

Selon la troisième section, à la fin du tournage, Pierre était

- Fatigué (deuxième réponse).....4 Marks

Note:

- If candidate clearly identifies/highlights correct answer, without using a tick = 4 Marks
- If more than one answer offered = 0 Marks

7. 4 Marks

Qu'est-ce que Pierre a fait pour la protection des animaux sauvages ? (Section 4)

- Il a contribué à la transformation d'un terrain de chasse en terrain de nature protégée..4 Marks
- Il a participé à plusieurs manifestations (pour défendre des animaux)4 Marks
- Il a contribué à la transformation d'un terrain de chasse2 Marks

8. 4 + 4 Marks

"Pierre Niney has had a lot of different life experiences." Do you agree? Answer in English, giving **TWO** points and referring to the text.

Accept any valid point which can be substantiated from the text. Award 2 marks if answer is partially correct.

Any two of:

YES:

- He acted in a Shakesperean play in school.
- He spent the summer of final year in school / aged 17, with a troupe of actors in France and Russia.
- He played the role of a technician in a film about an airplane accident
- He participated in demonstrations for the protection of animals.

Etc., etc

Q.4 (40 marks)

Penalise extraneous material to a maximum of 2 marks. N.B. In questions 1 - 7, if answered through English / Irish – allow half marks only. Where manipulation is required, do not penalise mistakes in grammar. Where manipulation is required and a quotation is given, deduct 1 mark.

1. 4 Marks

La famille d'Étienne parlait du voyage en Amérique depuis combien de temps ? (Section 1)

- (Depuis) un mois 4 Marks

2. 4 Marks

Comment était Étienne après la conversation avec ses parents ? (Section 1)

- (Il était si) triste 4 Marks
- Il ne savait pas quoi dire 4 Marks
- Tous ses rêves se sont envolés 2 Marks

3. 4+4 Marks

*Citez **deux** activités que Patrick proposerait à Étienne (Section 2) (Two details).*

- (Des) balades 4 Marks
- (Des) promenades 4 Marks
- (Des) randonnées 4 Marks
- (Un peu de) canoë 4 Marks
- (Un peu de) VTT 4 Marks

4. 4 Marks

Selon Patrick, où est-ce qu'Étienne passera sa deuxième semaine de vacances ? (Section 3)

- (Tout seul) à la maison 4 Marks

5. 4 Marks

Relevez dans la troisième section un verbe à l'infinitif.

Voir / (S')amuser / Descendre / (Se) laisser / Porter / Ramer/ Être

Note: Minus 1 mark for each extraneous element

6..... 4 Marks

Qu'est-ce qu'Étienne a fait quand il a vu l'île ? (Section 4)

- Il a commencé à nager..... 4 Marks
- Nager..... 2 Marks
- Il a saisi une branche (d'arbre)2 Marks
- Il a réussi à monter sur l'île.....2 Marks

7. 4 Marks

À la fin de la quatrième section, Étienne est :

- Sur une île (troisième réponse)..... 4 Marks

Note:

- If candidate clearly identifies / highlights correct answer, without using a tick = 4Marks.
- If more than one answer offered = 0 Marks

8. 4 + 4 Marks

What do we learn about Étienne's holiday from the text? Answer **in English**, giving **TWO** points and referring to the text.

Accept any valid point which can be substantiated from the text. Award 2 Marks if answer is partially correct.

Any **two** of:

- It was spent with his uncle in Lozère.
- They went down a river on a canoe.
- Étienne fell into the water.
- Étienne managed to swim to safety on an island.

Etc., etc

Two writing exercises for **30 marks each**. Candidates may choose any **two** from questions

1(a), 1(b), 2(a), 2(b), 3(a) and 3(b).

Question 1

(a) Filling Gaps – 30 marks

10 gaps for **3 marks each**

Careless transcription, including accents, **deduct 1 mark**. Accept capital letters.

- | | |
|--------------|----------------|
| 1. à | 6. magnifiques |
| 2. visite | 7. moi |
| 3. nationale | 8. fait |
| 4. musique | 9. irons |
| 5. amuse | 10. restaurant |

La Rochelle, le 14 juillet

Cher Declan,

Me voici à Rouen. Je rends visite à ma sœur qui habite ici. Aujourd'hui, c'est le 14 juillet, la fête nationale en France. Chaque année, il y a de la musique dans les rues et tout le monde s'amuse bien. Les feux d'artifice sont magnifiques.

Lundi dernier, ma sœur et moi nous avons fait une visite guidée. C'était formidable !

Demain nous irons au restaurant et nous allons manger des moules locales

À bientôt,

Hannah.

(b) Parts 1, 2, 3, 4, 5: 2 marks each = 10 marks

1. Nom : **Surname** – accept any reasonable surname
2. Prénom : **First name** – accept any reasonable first name
3. Âge: **Age** – accept any reasonable age
4. Lieu de naissance: **Place of birth** – accept any reasonable place
5. Niveau de français: **Level of French** – accept any level

Parts 6 – 9: 20 marks as follows

Communication: 12 marks

3 Communicative tasks @ 4 marks each = 12 marks.

- | | | | |
|--------------------------|-------|---|--------------------|
| 1 st Category | 0 – 2 | - | message not clear. |
| 2 nd Category | 3 – 4 | - | message clear. |

N.B. If communicative task has not been carried out at all, no marks can be awarded for register, vocabulary or structures.

Language: 8 marks

6 – 8	very good range of vocabulary; verb endings, agreements, tenses nearly always correct; nearly all words spelt correctly; good sense of register.
3 – 5	reasonable to good range of vocabulary; verb endings, tenses, agreements correct more often than incorrect; at least half the words spelt correctly; some sense of register.
0 – 2	very poor to poor use of vocabulary of vocabulary; most verb endings, tenses, agreements incorrect; most words misspelt; no sense of register.

Question 2

(a) Message – 30

Marks Communication =

15 marks

3 tasks @ 5 marks each. Ignore layout.

Leave the following **message** in French for your friend Sarah/Sam. In the message include **three** of the following five points:

Com1 You went for a walk / this morning.

Com2 You bought bread / in the bakery.

Com3 You are making sandwiches / for lunch.

Com4 You will go to town / on the bus.

Com5 You will meet her / at the library.

Two parts required for 5 marks (3 + 2)

1st Category - message not clear.

2nd Category - message clear.

Language = 15 marks

11 – 15	very good range of vocabulary; verb endings, agreements, tenses nearly always correct; nearly all words spelt correctly; good sense of register.
6 – 10	reasonable to good range of vocabulary; verb endings, tenses, agreements correct more often than incorrect; at least half the words spelt correctly; some sense of register.
0 – 5	very poor to poor use of vocabulary of vocabulary; most verb endings, tenses, agreements incorrect; most words misspelt; no sense of register.

(b) Postcard – 30 marks

Communication = 15 marks

3 tasks @ 5 marks each. Ignore layout.

You are on holidays in France. Write a **postcard** in French to your friend Daniel/Danielle in which you include **three** of the following five points:

- Com1** You arrived in Grenoble yesterday/ with your friends.
- Com2** You took the plane from Dublin / at midday.
- Com3** It is cold but / it is not raining.
- Com4** You will go to the market / tomorrow.
- Com5** You are staying in a youth hostel and / it is not too expensive.

Two parts required for 5 marks (3 + 2)

1st Category - message not clear.

2nd Category - message clear.

Language = 15 marks

11 – 15	very good range of vocabulary; verb endings, agreements, tenses nearly always correct; nearly all words spelt correctly; good sense of register.
6 – 10	reasonable to good range of vocabulary; verb endings, tenses, agreements correct more often than incorrect; at least half the words spelt correctly; some sense of register.
0 – 5	very poor to poor use of vocabulary of vocabulary; most verb endings, tenses, agreements incorrect; most words misspelt; no sense of register.

Question 3

(a) Diary – 30 marks

Communication = 15 marks

3 tasks @ 5 marks each. No marks for layout.

You have just returned from a concert. Note **three** of the following five points in French in your **diary**:

- Com1** The concert was at a stadium / in Cork.
- Com2** You went to the concert / with your cousins.
- Com3** The band played / for two hours.
- Com4** You are staying / in your cousin's house.
- Com5** You will never forget / the great night.

Two points required for 5 marks (3 + 2)

1st Category - message not clear.

2nd Category - message clear.

Language = 15 marks

11 – 15	very good range of vocabulary; verb endings, agreements, tenses nearly always correct; nearly all words spelt correctly; good sense of register.
6 – 10	reasonable to good range of vocabulary; verb endings, tenses, agreements correct more often than incorrect; at least half the words spelt correctly; some sense of register.
0 – 5	very poor to poor use of vocabulary of vocabulary; most verb endings, tenses, agreements incorrect; most words misspelt; no sense of register.

(b) Formal Letter – 30 marks

Format

Top of page - 3 marks (France not necessary in address)

Closing Formula - 3 marks

Communication = 12 marks

3 tasks @ 4 marks each.

Write a **formal** letter in French to Grand Hôtel de l'Opéra, 1 place du Capitole, 31000 Toulouse, France. In the **letter** include **three** of the following five points:

Com1 You would like to book a room / for two people.

Com2 You would like to stay for six nights/ in April.

Com3 Ask if there is a swimming pool / in the hotel.

Com4 Ask if they serve dinner / in the evenings.

Com5 You love the food / in the Toulouse region.

You are **Orla/Oisín Power, 26 Sea View, Courtown, Co.Wexford.**

Communication = 12 marks (3 X 4)

Two points required for 4 marks (2 + 2)

1st Category 0 – 1 - message not clear.

2nd Category 2 - message clear.

Language = 12 marks

9 – 12	very good range of vocabulary; verb endings, agreements, tenses nearly always correct; nearly all words spelt correctly; good sense of register.
5 – 8	reasonable to good range of vocabulary; verb endings, tenses, agreements correct more often than incorrect; at least half the words spelt correctly; some sense of register.
0 – 4	very poor to poor use of vocabulary of vocabulary; most verb endings, tenses, agreements incorrect; most words misspelt; no sense of register.

Listening Comprehension

100 points

NB - Candidates are not required to give the exact wording of the solutions proposed in this marking scheme. If the correct sense is given, they can obtain full marks for their answer.

General observations:

1. Separate points need NOT be on separate lines.
2. No penalty for excess material which does not invalidate the answer.
3. Accept any formulation which communicates the information sought.
4. If whole test answered in French: mark according to Marking Scheme, then deduct 50% of marks gained.
5. If more than one answer is offered, award 0 marks.

Section A (20 Marks)

1. Yves.

With whom did Yves spend his holidays?

- His grandparents (3rd option).....5 Marks

2.(a) Zoé.

How did Zoé feel at first?

- Abandoned (2nd option).....5 Marks

(b) What activities did Zoé do on her holidays?

Any two of the following, award 5 Marks

Any one of the following, award 3 Marks

- Surfing
- Windsurfing
- (Deep sea / Scuba) diving

3. Luc.

What did Luc learn to do on his holiday?

- To ski (4th option).....5 Mark

Section B (20 Marks)

1.

Elsa needs a job where she can:

- Meet lots of people (4th option)..... 5 Marks

2.

How long has Elsa been working in the Post Office?

- One and a half years..... 5 Marks

3.

Elsa stops to talk to:

- People who live alone (3rd option)..... 5 Marks

4.

What does Elsa do when she returns home?

- She has / eats lunch..... 5 Marks
- (Has time to do) lots of things 5 Marks
- Voluntary work 5 Marks
- She eats (dinner / breakfast / food) 3 Marks

Section C (20 Marks)

1.

How does Laure describe the dog?

- Cute (1st option)..... 5 Marks

2.

What type of pet does Vincent collect?

- Fish 5 Mar

3. (a)

Vincent invites Laure:

- To his house (3rd option)5 Marks

3. (b)

When will Laure call Vincent?

- Next week 5 Marks

Section D (20 Marks)

1.

What items of clothing did each student get?

Any two of the following, award 5 Marks

Any one of the following, award 3 Marks

- Shirts
- Jumpers
- Trousers / Pants

2.

According to Djibril, what does the uniform help with?

- Discipline (4th option)5 Marks

3.

*At first, how did Clara find the uniform? (**One** detail)*

- Strange / Bizarre..... 5 Marks
- Not (very) comfortable..... 5 Marks

4.

Wearing a uniform allows students to distinguish between:

- Study and leisure (1st option) 5 Marks

Section E (20 Marks)

1.

On what day of the week did the robbery take place?

- Thursday (2nd option) 5 Marks

2. (a)

At what speed was the driver travelling?

- 180 (km/h).....5 Marks

(b)

Which on-the-spot penalty was imposed on the driver?

- A fine (1st option).....5 Marks

3.

What was the result of the tennis player's action?

- He was disqualified.....5 Marks

APPENDIX 1

Question 3. Written Expression

(b) Formal Letter:

Top of Page

- (a) Name and address of sender in top left corner – with name on first line, number and street on second line, etc.
- (b) City / town / village & date (Courtown, le 18 mai 2025) in top right corner or underneath.
- (c) Directly under (b) the name (or title) of the “destinataire” and his / her address.
- (d) Include “Irlande”, accept “Ireland” / “Éire”.

e.g. →

Courtown, le 18 mai 2025

**Orla/Oisín Power,
26 Sea View,
Courtown, Co.
Wexford,
Ireland / Irlande.**

**Hôtel de l’Opéra,
1 Place du
Capitole,
31000 Toulouse,
(France)**

Cobh, le 18 mai 2025

Monsieur/Madame

Top of Page / Closing Formula

- 1 mistake - ignore.
- 2 mistakes - deduct 1 mark.
- 3 mistakes - deduct 2 marks.

Treat one or more incorrect accents in closing formula as one mistake.

Formal ending required.

N.B. If candidate has general layout of Top of Page or Closing Formula correct, despite numerous mistakes - award **one** mark.

N.B. If communicative task has not been carried out at all, no marks can be awarded for register, vocabulary or structures.

APPENDIX 2

Modified Marking Scheme

A modified marking scheme is applied to the work submitted by candidates who have been granted one or a combination of the following arrangements:

- a recorded version of written work.
- use of a computer with the spell-check facility enabled.
- use of a scribe.
- waiver in relation to spelling and grammar.

For French Leaving Certificate Ordinary Level this means that errors in spelling and in certain grammatical elements are not penalised.

Written Production

Spelling: do not underline words that are misspelt, or which have missing or incorrect accents, even when pronunciation is affected. We are regarding incorrect accents as spelling errors which are not to be penalised.

Grammar: the grammatical elements which are not to be penalised can be judged by imagining that you are hearing the answer as a recording. Only mistakes that would be picked up when listening should be penalised.

Example 1:

The candidate writes *Elle a allée*. Incorrect auxiliary “avoir” could be heard, so underline as a mistake and penalise.

Example 2:

The candidate writes *Elle est allé*. Omission of agreement should **not** be underlined and not penalised as it would not have been picked up on a recording.

APPENDIX 3.

CD SCRIPT

SECTION A

1. Yves

Quand j'étais petit, les vacances en famille, c'était toujours chez mes grands-parents. Je m'y sentais tellement bien. Le paradis pour les enfants. Les champs verts, les beaux arbres et l'air frais. J'étais toujours triste parce qu'on devait rentrer à notre appartement à Paris après des vacances idylliques.

2. Zoé

Pour moi, c'était un séjour en colonie de vacances. D'abord, je me sentais abandonnée par mes parents. Mais, peu à peu, je m'y suis habituée. Il y avait un tas d'activités merveilleuses. J'ai pu faire du surf, de la planche à voile et de la plongée sous-marine.

3. Luc

Mon plus beau souvenir de vacances ? C'était quand j'avais 15 ans, j'étais en troisième et je suis parti aux Alpes en voyage scolaire avec ma classe. C'était mon début sur les pistes. J'ai appris à faire du ski et je me suis fait de nouveaux amis. Un séjour à ne pas oublier.

SECTION B

Est-ce que vous aimez votre travail ?

J'adore travailler à la Poste. Je ne peux pas être enfermée toute la journée dans un bureau derrière un ordinateur. Il faut que j'aie un métier qui bouge et que je rencontre beaucoup de monde. Du coup, mon métier me correspond parfaitement.

Qu'avez-vous fait après avoir quitté l'école ?

Après l'école, j'ai commencé à faire de petits boulots et j'ai fini par travailler avec des enfants et des personnes en situation de handicap. Enfin, j'ai réussi à avoir un emploi à la Poste. Ça fait un an et demi que j'y suis maintenant. Je suis bien contente d'avoir changé de travail.

Est-ce que vous croyez que vous jouez un rôle important, en tant que factrice ?

J'en suis sûre. Pour certains, la seule personne qu'ils rencontrent toute la journée est le facteur ou la factrice. Donc, voir le facteur chaque jour, c'est important. Même si je n'ai pas de courrier pour des personnes qui habitent toutes seules, je m'arrête pour leur dire bonjour et pour leur demander si ça va.

Quel est le grand avantage de votre travail ?

L'avantage principal de ce métier est les horaires. En général, après trois heures et demie de travail le matin, je rentre chez moi. Je peux déjeuner tranquillement et j'ai le temps de faire plein de choses pendant l'après-midi. Par exemple, je suis bénévole dans un foyer pour les sans-abris.

SECTION C

1.

Vincent : Bonjour Laure. J'ai l'impression que je t'ai vue hier en train de promener un chien. Je ne savais pas que tu avais un animal domestique.

Laure : En effet. Mes parents m'ont offert un chien pour mon anniversaire. Il est trop mignon. On a choisi le nom « Jazz » pour lui.

Vincent : Ça ne m'étonne pas. Je sais que tu es obsédée par la musique, surtout le jazz.

2.

Laure : Et toi, tu dois trouver ce choix d'animal un peu trop normal. As-tu toujours ton aquarium ?

Vincent : Bien sûr. Dans ma famille, on a toujours aimé avoir des poissons chez nous. Moi-même, j'ai une collection de poissons venus de partout dans le monde. Les couleurs variées sont magnifiques. J'adore, mais ça demande pas mal de travail !

Laure : C'est vrai pour moi aussi. Je dois promener mon chien tous les jours, mais ça me convient bien. Je n'ai pas le choix - je dois prendre l'air et me tenir en forme.

3.

Vincent : C'est parfait alors. Pour moi, ça me détend tellement de m'occuper des poissons et de les observer.

Laure : Sans doute. J'aimerais voir tes poissons un jour.

Vincent : Avec plaisir Laure. J'ai une idée, un jour, quand tu promènes ton chien, viens chez moi. Comme ça, je peux faire la connaissance de ton chien et tu peux admirer mes poissons.

Laure : Formidable. On organise ça très bientôt. J'ai ton numéro et je t'appellerai la semaine prochaine.

SECTION D

La France vise l'introduction d'un uniforme dans les écoles publiques à partir de 2026. Depuis la rentrée 2024, une centaine d'écoles ont expérimenté le port de l'uniforme. Dans ces écoles, chaque élève a droit à cinq chemises, deux pulls et deux pantalons. Ça coûte 300 euros, mais les familles n'ont rien à payer. C'est payé par l'État et par la mairie.

Ceux qui aiment cette démarche disent que ça aide la discipline et que l'uniforme diminue les occasions de jalousie ou de moquerie entre élèves. D'après eux, c'est une bonne façon de lutter contre le harcèlement scolaire parce que tout le monde est pareil. Écoutons Clara, qui va nous parler de son expérience.

Moi-même, je passe une année scolaire en Irlande. Je suis obligée de porter un uniforme à l'école. Au début, j'ai trouvé ça un peu bizarre et l'uniforme n'était pas très confortable. Mais, je me suis adaptée assez vite. Je n'ai pas besoin de choisir ce que je vais porter tous les jours.

Maintenant, l'avantage de porter un uniforme à l'école est que ça me permet de marquer la distinction entre les études et les loisirs. On a introduit l'uniforme en Irlande il y a au moins un siècle et ça marche toujours bien. Je crois que ça pourrait bien marcher en France aussi.

SECTION E

Jeudi matin, en plein centre-ville de Nantes, une pharmacie a été la cible d'un vol. Les malfaiteurs sont entrés en brisant la porte arrière. La police n'a pas encore trouvé les responsables.

Le chauffeur d'une Porsche a été enregistré à 180kmh hier sur une autoroute près de Genève. Il a été sanctionné sur place d'une rétention de permis de conduire et d'une amende de mille euros.

Tournoi international à Bruxelles. Tout proche de la victoire, un joueur de tennis, frustré par une décision, a frappé l'arbitre. Le joueur s'est fait disqualifier. C'est la première fois qu'une telle situation s'est produite en Belgique.



Coimisiún na Scrúduithe Stáit

Marcanna Breise as ucht freagairt trí Ghaeilge

Léiríonn an tábla thíos an méid marcanna breise ba chóir a bhronnadh ar iarrthóirí a ghnóthaíonn níos mó ná 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthrata a bhronnadh ar iarrthóirí nach ngnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin a **shlánú síos**.

Tábla 320 @ 5%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 320 marc san iomlán ag gabháil leo agus inarb é 5% gnáthrata an bhónais.

Bain úsáid as an ngnáthrata i gcás 240 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
241 - 246	11
247 - 253	10
254 - 260	9
261 - 266	8
267 - 273	7
274 - 280	6

Bunmharc	Marc Bónais
281 - 286	5
287 - 293	4
294 - 300	3
301 - 306	2
307 - 313	1
314 - 320	0

