



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2024

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, 2024

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
EXC	Excess implies a deduction of 2 marks (Reading Comprehensions only)
	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. 4 Marks

Name **one** outdoor activity that French people enjoy. (Section 1)

- Walks 4 Marks
- Fishing 4 Marks

2. 4 Marks

What are the advantages of outdoor activity? (Section 1)

- Being in / benefiting from nature and (fresh) air 4 Marks
- Being in / benefiting from nature 2 Marks
- Being in / benefiting from (fresh) air 2 Marks
- Nature 1 Mark
- (Fresh) air 1 Mark

3. 4+4 Marks

What aspects of life does gardening help with? (**Two** details) (Section 2)

- Taking care of your body 4 Marks
- Taking care of your mental health 4 Marks
 - (One's / Your) body/physical health 2 Marks
 - (One's / Your) mental health 2 Marks
 - Health 1 Mark

4. 4 Marks

Identify **one** type of fruit mentioned. (Section 3)

- Strawberries 4 Marks
- Raspberries 4 Marks

5. 4 Marks

How often do the majority of French people watch television? (Section 3)

- At least once a day 4 Marks
- Once a day / Every day..... 2 Marks
- An hour a day 1 Mark

6.4 Marks

*Mention **one** way in which to relax in the evening. (Section 3)*

- Sitting (comfortably) on one's couch to watch a programme or a T.V series 4 Marks
- Sitting (comfortably) on one's couch.....1 Mark
- (Sitting comfortably) watching a programme or TV series.....1 Mark

7.44 Marks

What possibilities are offered by photography? (Section 4)

Any two of :

- Being creative.....2 Marks
- Meeting people.....2 Marks
- It improves confidence.....2 Marks
- It offers us a break.....2 Marks
 - Creative/ Creativity.....1 Mark
 - Confidence.....1 Mark
 - A break.....1 Mark

8.4+4 Marks

Identify **two** subjects that can be photographed. (Section 4)

- Animals.....4 Marks
- Countryside / Scenery.....4 Marks
- Everyday objects4 Marks

Q.2 (40 marks)

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

Write the name of the person who:

- **Volunteers in a restaurant** – Xavier..... 4 Marks
- **Volunteered in a children’s camp** – Saïda.....4 Marks
- **Volunteers in his grandfather’s nursing home** – Olivier 4 Marks
- **Volunteers with the Red Cross** – Carmelle 4 Marks

2. 4 Marks

*Name **two** important requirements if you volunteer for the fire service. (Section 1)*

- To be motivated.....4 Marks
- To know how to respect orders 4 Marks
- To be in good (physical) health 4 Marks

- Motivated/ Motivation.....2 Marks
- To respect orders.....2 Marks
- Good (physical) health.....2 Marks

3. 4 Marks

*Name **one** thing that Saïda gave to the children. (Section 2)*

- School supplies / materials 4 Marks
- Toys 4 Marks
- Games 4 Marks

- School books/pens.....2 Marks

4. 4 Marks

What type of songs does Olivier sing for the residents? (Section 3)

- Old songs that they know 4 Marks
- Old songs.....2 Marks
- Songs that they know..... 2 Marks

5. 4 Marks

When does Xavier volunteer? (Section 4)

- Three days a week during the holidays 4 Marks
- Three days a week 2 Marks
- During the holidays..... 2 Marks

6. 4 Marks

*Give **one** detail of what Carmelle does in her volunteer work. (Section 5)*

- She collects clothes..... 4 Marks
- She sorts clothes..... 4 Marks
- She sells clothes 4 Marks
- She works in a secondhand / charity shop 4 Marks
- She works in a shop 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

Charlotte était en quelle classe l'année dernière ? (Section 1)

- (Elle était) en terminale 4 Marks

2.4 Marks

Que faisaient Charlotte et Samir sur les quais de Lyon ? (Section 1)

- (Ils faisaient) un pique-nique 4 Marks

3.4 Marks

Citez une expression qui montre que Charlotte passait trop de temps sur son téléphone ? (Section 2)

- J'étais obsédée par mon téléphone.....4 Marks
- Je ne pouvais pas m'imaginer sans Snapchat ou Instagram..... 0 Marks

4.4 Marks

*Dans la **deuxième** section, quand Charlotte a enlevé Snapchat et Instagram, elle se sentait :*

- Contente (quatrième 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

5. 4 Marks

*Trouvez **un** adjectif qui décrit Kendal Jenner. (Section 3)*

- Belle.....4 Marks
- Parfaite.....4 Marks

Note: Minus 1 mark for each extraneous element

6.4 Marks

Relevez la phrase qui montre pourquoi les gens postent leurs plus belles photos. (Section 3)

- Ils pensent plus à la popularité qu'à la réalité de leur vie4 Marks

7.4 Marks

*Nommez **deux** activités que Charlotte fait depuis qu'elle a supprimé les réseaux. (Section 4)*

- Elle lit plus4 Marks
- (Elle fait) plus de sport.....4 Marks
- Elle prend des cours de théâtre.....4 Marks
- Elle lit1 Mark
- Le sport1 Mark
- (Des) cours de théâtre1 Mark

8. 4 + 4 Marks

*"Charlotte seems to be a mature person." 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:

- She realised that she was obsessed with her phone.
- She was happy when she deleted Snapchat and Instagram.
- She said that seeing Kendal Jenner for example, didn't have a positive effect on her.
- Now she has a real discussion (on the phone) with her friends.
- She is now reading more.
- She doesn't regret her decision because her life is now so much richer.

NO:

- It took her friends to make a suggestion in order for her to delete social media.

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

Où est-ce que Lily se regardait ? (Section 1)

- (Elle se regardait) dans le miroir de sa chambre.....4 Marks
- (Elle se regardait) dans le miroir2 Marks
- (Elle se regardait) dans sa chambre2 Marks

2. 4 Marks

Quel était le travail du père de Lily et de Lucas ? (Section 1)

- (Il travaillait comme) agent de sécurité dans un musée..... 4 Marks
- (Il travaillait comme) agent de sécurité 2 Marks
- Il travaillait dans un musée 1 Marks
- Il travaillait dans la sécurité..... 1 Marks

3. 4 Marks

*Trouvez dans la **deuxième section** une expression qui montre que le père pense que les études sont importantes.*

- Pour papa, la réussite dans la vie commence par des études 4 Marks
- La réussite dans la vie commence par des études 1 Mark

4. 4 Marks

Quel est le thème de l'exposé de Lily ? (Section 3)

- L'art et l'histoire de l'Égypte 4 Marks
- L'art de l'Égypte 2 Marks
- L'histoire de l'Égypte.....2 Marks
- L'Égypte..... 1 Mark

5. 4 Marks

Pourquoi est-ce que Lucas ne veut pas aider Lily avec son exposé ? (Deux details). (Section 3)

- Il a fini ses devoirs avant le dîner..... 4 Marks
- Il va (aller) au lit.....4 Marks
- Il a fini ses devoirs..... 2 Marks

6. 4 Marks

D'après la quatrième section, Lily décide :

- d'aller au musée (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

Trouvez dans la quatrième section un verbe au futur.

- Ferai/ feras / finirai/ vais faire..... 4 Marks

Note: Minus 1 mark for each extraneous element

8. 4 + 4 Marks

*What do we learn about Lily 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:

- She always wanted to be a secret agent.
- She says there are other things in life besides studying.
- She had difficulty concentrating in class.
- She is disorganised – she hasn't finished her project.
- She is lazy – she wants her brother to help with the homework.

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. en | 6. desserts |
| 2. passe | 7. acheté |
| 3. me | 8. ma |
| 4. soleil | 9. prochaine |
| 5. une | 10. allons |

La Rochelle, le 28 août

Cher Declan,

Me voici en France. Je passe des vacances ici avec ma famille. Le camping est super bien équipé. Il y a une piscine donc je me baigne tous les jours. Le ciel est bleu et le soleil brille. Je m’amuse tellement.

J’adore la nourriture. Il y a une grande variété de fromages ici, du camembert, du brie et du roquefort. J’aime aussi les desserts et les glaces. Hier, maman m’a emmenée faire du shopping et elle a acheté beaucoup de cadeaux pour l’anniversaire de ma grand-mère.

La semaine prochaine, nous ferons plus de tourisme dans la région. Nous allons visiter des villages pittoresques. Ça va être formidable.

À bientôt,

Isabelle.

(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. Date de naissance **Date of birth** – accept any reasonable date
4. Nationalité: **Nationality** – accept any reasonable nationality
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 Jeanne/Jean. In the message include **three** of the following five points:

Com1 You got up early / this morning.

Com2 You had a shower / after breakfast.

Com3 You want to buy some magazines / about music.

Com4 You will go to the beach / this afternoon.

Com5 You will not be in school / tomorrow.

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 working in France during the holidays. Write a **postcard** in French to your friend Peter/Anna in which you include **three** of the following five points:

Com1 You are staying in a nice hotel / by the sea.

Com2 There is a lot to do / in the town.

Com3 You met some friends / last weekend.

Com4 You will go to a nightclub / tonight.

Com5 You will return home /next week.

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 football match. Note **three** of the following five points in French in your **diary**:

- Com1** The match was in Dublin / and it was great.
- Com2** Your favourite team played / well.
- Com3** You will go to another match / during the holidays.
- Com4** You are tired / after a long day.
- Com5** You will have training / tomorrow morning.

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 Hôtel Val de France, 10 Avenue de la Fosse, 77000 Magny-le-Hongre, France. In the **letter** include **three** of the following five points:

Com1 You intend to visit Disneyland Paris / in June.

Com2 You and your friend would like to stay / for four nights.

Com3 Ask if dinner is included / in the price.

Com4 Ask if it is easy to travel from the hotel / to Disneyland Paris.

Com5 You are looking forward to / the visit.

You are **Mark/Maria Barrett, 12 Cedar Grove, Cobh, Co. Cork.**

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.

N.B. 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. If both a correct and incorrect answer are given, award 0 marks.

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 / whole section 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.

Danielle used to spend one and a half hours every morning:

- on public transport (3rd option) 5 Marks

2.

Louis works from home:

- on Mondays and Fridays (4th option).....5 Marks

3. (a)

Why is Appoline happy now?

- (She is happy) to return to the office / to her workplace5 Marks
- (She is happy) to return to work / to her job.....3 Marks

(b)

What is the most difficult aspect of working from home, according to Apolline?

- Not being with colleagues (2nd option) 5 Marks

Section B (20 Marks)

1.

At what age did Sofyane start playing wheelchair basketball?

- 15 5 Marks

2.

Sofyane likes this sport because:

- Everyone can play (1st option) 5 Marks

3.

*Name **one** sport, other than basketball, that Sofyane enjoys:*

- Swimming / Sailing 5 Marks

4.

Where should sports be promoted and developed most?

- In schools (1st option) 5 Marks

Section C (20 Marks)

1.

What is Florence's favourite type of food?

- Chinese (3rd option) 5 Marks

2.

Where did Florence find the menu?

- Online 5 Marks

3. (a)

That evening, Omar will be:

- Looking after his brother (2nd option) 5 Marks

3. (b)

At what time will Omar's parents return home?

- Around midnight / twelve 5 Marks
 - Midnight / twelve 3 Marks

Section D (20 Marks)

1.

What kind of effects can artificial intelligence have on young people.

- Positive and / or negative (depending on use) 5 Marks
 - Positive..... 3 Marks
 - Negative..... 3 Marks

2.

According to Anne, what area can artificial intelligence improve?

- Education (4th option) 5 Marks

3.

*Who can encourage young people to develop their artificial intelligence skills? (**One** detail)*

- Parents..... 5 Marks
- Educators..... 5 Marks

4.

What negative aspect of artificial intelligence does Anne mention?

- Manipulation of young people (2nd option) 5 Marks

Section E (20 Marks)

1.

What is taking place in Monaco on the 15th of August?

- A fireworks display (3rd option) 5 Marks

2.

*Identify **one** of the musical instruments mentioned:*

- Violin..... 5 Marks
- 'Cello / Violoncello 5 Marks
- Harp..... 5 Marks

3. (a)

What type of business is mentioned here?

- Chip shop (3rd option) 5 Marks

(b)

In what month did the owner become world champion?

- October..... 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 (Cobh, le 18 mai 2024) 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. →

Cobh, le 18 mai 2024

**Mark/Maria Barrett,
12 Cedar
Grove,
Cobh,
Co.Cork,
Ireland / Irlande.**

**Hôtel Val de France,
10 Avenue de la
Fosse,
77000 Magny-le-
Hongre,
(France)**

Cobh, le 18 mai 2024

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

Danielle

Pour moi qui habite loin de mon lieu de travail, le télétravail a un effet très positif sur ma qualité de vie. Avant, je passais une heure et demie le matin et un peu moins le soir dans les transports en commun.

Louis

Mon entreprise a opté pour le travail hybride qui aide à mieux gérer ma vie professionnelle et ma vie privée. Moi, je travaille à la maison le lundi et le vendredi. Alors, je suis là pour promener mon chien pendant la journée quand je fais une pause.

Appoline

Le télétravail, c'était essentiel pendant le confinement mais maintenant je suis contente de retourner au bureau. Je crois que le télétravail a un impact négatif sur le développement de l'esprit d'équipe. En plus, l'intégration de nouvelles personnes est beaucoup plus compliquée. Le plus difficile, c'est que nous ne sommes pas avec nos collègues.

Section B

1. À quel âge avez-vous commencé le basket fauteuil ?

J'ai commencé le basket fauteuil à l'âge de quinze ans. Je voulais être plus actif physiquement, et c'était mon prof de sport à l'école qui m'a donné l'envie de faire du basket. Plus tard, à l'âge de dix-huit ans, j'ai intégré mon premier club. Là, j'ai découvert le plaisir de faire partie d'une équipe et j'ai participé à un tournoi pour la première fois.

2. Qu'est-ce qui vous plaît le plus dans ce sport ?

Ce sport me permet de montrer aux autres ce que je suis capable de faire. Tout le monde peut jouer au basket qu'on soit handicapé ou qu'on soit valide et c'est un sport qui est mixte.

Le basket-fauteuil est une activité très structurée. C'est un sport qui demande premièrement de la force physique pour pousser son fauteuil mais deuxièmement aussi de l'intelligence parce qu'il faut toujours être attentif.

3. Pratiquez-vous d'autres sports ?

De manière générale, j'ai un tas de passe-temps. J'aime tous les sports. J'ai toujours fait un peu de natation dans la piscine municipale. L'été dernier, j'ai découvert la voile et c'est devenu une nouvelle passion pour moi.

4. Quelles sont vos ambitions pour l'avenir ?

Mon défi c'est d'encourager les jeunes en situation de handicap de pratiquer un sport d'équipe, de sortir et d'avoir une vie sociale. Le sport est une source de plaisir et de partage. On devrait promouvoir et développer le sport et ses valeurs, surtout dans les écoles

Section C

1.

Omar Bonjour Florence ! Comment ça va ? C'est ton anniversaire ce weekend, n'est-ce pas ?

Florence Oui, Omar. J'aurai 19 ans samedi. J'attends ça avec impatience.

Omar Qu'est-ce que tu vas faire ?

Florence Dans la soirée, je vais manger avec ma famille dans le nouveau restaurant chinois en ville. C'est ma cuisine préférée. Après, j'irai au café avec mes copains et ensuite nous irons en boîte de nuit.

2.

Omar Formidable, je ne suis pas encore allé à ce restaurant, mais je l'ai vu, c'est en face de la poste, non ?

Florence Oui. Exactement. J'ai regardé le menu en ligne et il y a tellement de choix. C'était difficile de choisir mais je sais déjà ce que je vais manger. Je vais prendre le canard rôti au miel suivi d'une salade de fruits exotiques.

Omar Pas mal ! Comme tu sais, je suis végétarien depuis quelques années, et en général, il y a moins de choix pour nous. Ils ont sûrement des plats végétariens comme du riz aux légumes ou des nouilles aux poivrons.

3.

Florence Après le restaurant, je vais retrouver mes copains au café Paradis. Veux-tu nous rejoindre là-bas ?

Omar Oui. Je veux bien, mais mes parents m'ont demandé de garder mon petit frère parce qu'ils vont au théâtre ce soir-là. Je veux gagner un peu d'argent car j'ai l'intention d'aller en vacances en Grèce avec mes copains.

Florence C'est dommage. Peut-être que tu pourrais venir en boîte plus tard dans la soirée ?

Omar Bonne idée ! Mes parents m'ont dit qu'ils seraient de retour vers minuit.

Section D

1. D'après les experts, l'intelligence artificielle en elle-même n'est pas une menace pour les jeunes. Elle peut avoir des effets positifs ou négatifs en fonction de son utilisation et de son développement. Il y a le pour et le contre, mais moi-même je suis sûre que l'intelligence artificielle joue un grand rôle dans nos vies actuelles et qu'elle continuera à influencer notre avenir.
2. D'un côté, l'intelligence artificielle peut être utilisée pour améliorer l'éducation, la santé et d'autres domaines de la vie des jeunes. Elle peut également aider à résoudre des problèmes complexes dans le monde tels que le réchauffement climatique.
3. De plus, les jeunes peuvent développer des compétences en intelligence artificielle. Ces compétences seront utiles pour leur avenir, en particulier dans un monde où la technologie est de plus en plus importante. Les parents et les éducateurs peuvent aider les jeunes en les encourageant à développer leurs compétences en technologie.
4. D'un autre côté, l'intelligence artificielle peut avoir des effets négatifs sur les jeunes si elle est utilisée de manière irresponsable. Par exemple, elle peut être utilisée pour diffuser de fausses informations ou pour manipuler les jeunes.

Section E

1.

Rendez-vous à Monaco le soir du 15 août. Il y aura un grand feu d'artifice au vieux port avec des participants de plusieurs pays européens. Cette soirée spéciale est une vieille tradition. Ce sera idéal pour toute la famille.

2.

Le festival de musique de Grenoble aura lieu au mois de juillet. Cette année, vous pourrez assister à des concerts de violon, de violoncelle et de harpe. Les concerts auront lieu dans plusieurs salles de spectacle autour de la ville.

3.

Une friterie à Lille a gagné le titre de champion du monde de la frite en octobre dernier. La propriétaire s'est installée dans la rue Gambetta il y a un an seulement.



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

