



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2026

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, 2026

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 talks about:

- **studying in England** – Vanessa 4 Marks
- **taking a year out** – Léon 4 Marks
- **doing an apprenticeship** – Fatima 4 Marks
- **buying a car** – Yoann 4 Marks

2. 4 + 4 Marks

What work does Yoann do in the supermarket? (2 details) (Section 1)

- He works at the checkout/till 4 Marks
- He tidies/stocks the shelves 4 Marks
 - He cleans shelves 2 Marks
- He helps the customers/clients 4 Marks
 - He serves/attends to clients 2 Marks

3. 4 Marks

What does Vanessa say about the weather? (Section 2)

- It's different from France : you have to get used to it / the weather 4 Marks
 - It's different from France 2 Marks
 - You have to get used to it / the weather 2 Marks
- It rains almost every day / always 4 Marks
 - It rains every day / always 2 Marks
 - It rains (a lot) 1 Mark

4.4 Marks

What is Fatima's attitude about the future? (Section 3)

- It will be necessary (for her) to work hard to (make) progress 4 Marks
 - It is necessary (for her) to work hard to (make) progress.....2 Marks
 - It is necessary (for her) to work hard.....1 Mark
- She will have lots of professional opportunities..... 4 Marks
 - She will have professional opportunities..... 3 Marks
 - It will be necessary (for her) to work hard 2 Marks
 - She will have lots of job opportunities.....2 Marks
 - She will have job opportunities.....1 Mark
 - She will have lots of opportunities 2 Marks
 - She will have opportunities 1 Mark

An indication of the **future** tense in the second answer is required to gain marks.

5. 4 Marks

Apart from Economics, what is Malik studying? (Section 4)

- Psychology and Law 4 Marks
 - Psychology 2 Marks
 - Law.....2 Marks

6.4 Marks

When will Léon begin his travels? (Section 5)

- In a week 4 Marks
 - Next week.....2 Marks
 - One week.....0 Marks

Q.2 (40 marks)

1. 4 Marks

To what does every hand signal in French Sign Language (LSF) correspond? (Section 1)

- A letter (of the alphabet)4 Marks
 - Letters/alphabet2 Marks

2. 4 + 4 Marks

*Name **two** tenses that are mentioned in Section 1. (Section 1)*

- The present 4 Marks
- The future4 Marks
- The past.....4 Marks

3. 4 Marks

What is more practical than learning LSF from a book? (Section 2)

- Watching videos..... 4 Marks
 - Videos.....2 Marks
 - (Certain/Some) YouTube channels.....2 Marks
 - YouTube.....1 Mark

4. 4 Marks

How much do the YouTube channels cost? (Section 2)

- They are free..... 4 Marks

5. 4 Marks

What will you be able to learn in a short space of time? (Section 2)

- Easy sentences / phrases and useful expressions 4 Marks
 - Easy sentences / phrases and expressions 3 Marks
 - Sentences/phrases and useful expressions 3 Marks
 - Easy sentences / phrases 2 Marks
 - Useful expressions 2 Marks

- Sentences/phrases and expressions..... 2 Marks
- Phrases/expressions/sentences.....1 Mark

6. 4 + 4 Marks

Name **two** advantages of Instagram and TikTok videos (Section 3)

- They are fast.....4 Marks
- They are published/posted very frequently.....4 Marks
 - They are published/posted frequently.....2 Marks
 - Some/They are very interactive (through games)2 Marks
 - Some/They are interactive (through games).....1 Mark

7. 4 Marks

If you want to take your learning of LSF more seriously, what should you do? (Section 3)

- Take lessons (with a teacher), online or in person 4 Marks
 - Take lessons (with a teacher) online 2 Marks
 - Take lessons (with a teacher) in person 2 Marks
 - Take lessons (with a teacher) 1 Mark

8.....4 Marks

What is preferable when choosing an LSF teacher? (Section 3)

- Choose a teacher for whom sign language is their native tongue..... 4 Marks
- Opt for a teacher who is deaf..... 4 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

Que ressent Violette après avoir fini le Vendée Globe ? (Section 1)

- (Elle ressent) énormément d'émotions..... 4 Marks
- Elle est encore sous le choc. 4 Marks
 - Encore sous le choc..... 2 Marks
 - Sous le choc..... 1 Mark
- Elle a l'impression d'être en dehors de son corps 4 Marks
 - En dehors de son corps..... 2 Marks
- Elle est tellement heureuse (d'avoir fait le tour du monde) 4 Marks
 - Elle est heureuse (d'avoir fait le tour du monde).....2 Marks
 - Heureuse1 Mark

2.4 Marks

Combien de temps Violette a-t-elle passé en mer ? (Section 1)

- Trois mois.....4 Marks

3.4 Marks

Pourquoi est-ce que la peur est essentielle, d'après Violette ? (Section 2)

- On est obligé de rester vigilant.....4 Marks

4.4 Marks

Qu'est-ce qui est difficile dans le Vendée Globe ? (Section 2)

- (C'est qu') on doit continuer d'avancer malgré la peur.....4 Marks
 - (C'est qu') on doit continuer d'avancer.....0 Marks
 - Quelquefois, elle a eu l'impression que tout allait casser2 Marks
 - Elle a eu l'impression que tout allait casser.....1 Mark

5.4 Marks

Relevez la phrase qui montre ce que les adultes devraient faire, selon Violette (Section 3)

- Les adultes devraient faire plus confiance aux jeunes..... 4 Marks
 - (Faire) plus confiance aux jeunes.....2 Marks
 - (Faire) confiance aux jeunes.....1 Mark

6.4 Marks

D'après la quatrième section, le plus grand objectif de Violette était de

- finir le Vendée Globe (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 +4 Marks

Identifiez deux choses que Violette a vues pendant le voyage (Section 4)

- Des icebergs à 20 kms.....4 Marks
 - Des icebergs.....2 Marks
- Des arcs-en-ciel4 Marks
- Des pingouins.....4 Marks

8. 4 + 4 Marks

*In this text, what do we learn about the sailor Violette Dorange? 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 finished the round the world sailing race.
- She fulfilled her dream of sailing around the world.
- She is brave/ adventurous, dealing with storms / high winds / fear.
- She saw icebergs/rainbows/penguins on her trip

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

Au début de la première section, que porte Betty ? (Section 1)

- Son sac4 Marks
- Ses lunettes4 Marks
- Un chapeau4 Marks
- Ses sandales4 Marks

2. 4 Marks

Quand est-ce que Betty a rendez-vous? (Section 1)

- Dans une demi-heure..... 4 Marks
- Une demi-heure 2 Marks

3. 4 Marks

*Trouvez dans la **deuxième** section un adjectif possessif.*

Mon/Ma/Mes

Note: Minus 1 mark for each extraneous element

4. 4 Marks

Qu'est-ce que Betty déteste faire ? (Section 2)

- (Elle n'aime vraiment pas) mentir à son père 4 Marks
- Mentir 2 Marks

5.4+4 Marks

Que font les passants fidèles chaque weekend ? (Deux détails) (Section 3)

- Ils boivent leurs cafés 4 Marks
- Ils mangent une glace..... 4 Marks
- Ils se posent près d'elle pour l'écouter 4 Marks
- Ils ponctuent chaque fin de chanson par des applaudissements 4 Marks
- Ils boivent 2 Marks
- Ils mangent 2 Marks
- Ils se posent près d'elle 2 Marks

6.....4 Marks

Selon la **quatrième section**, qui est-ce que Betty voit à la fin de sa performance :

- Son père (troisième 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

Pourquoi Betty s'entraîne à chanter en public ? (Section 4)

- Elle veut montrer qu'elle est motivée et qu'elle veut réussir.....4 Marks
 - Elle veut montrer qu'elle est motivée.....2 Marks
 - Elle veut montrer qu'elle veut réussir.....2 Marks
 - Elle est motivée.....1 Mark
 - Elle veut réussir.....1 Mark

8. 4 + 4 Marks

*“Betty is a determined young woman”. 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:

- She plans her “escape” from her home with care.
- She doesn’t like lying to her dad but does so in order to “escape” out of the house.
- She busks every weekend / in front of strangers/ on her own, in order to gain experience.
- She wants to show that she is motivated.
- She wants to show that she wishes to succeed.

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. bien | 6. pas |
| 2. examens | 7. pour |
| 3. commencé | 8. logement |
| 4. je | 9. tes |
| 5. sont | 10. iras |

Tramore, le 3 juillet

Chère Solange,

J'espère que tout va **bien**. Ça fait un moment que je ne t'ai pas écrit. J'étais très occupée. Je viens de terminer mes **examens**.

J'ai **commencé** mon boulot d'été il y a deux jours dans une station-service. C'est intéressant et **je** rencontre beaucoup de monde. Ça me plaît. Les horaires **sont** convenables. Mais je n'aime **pas** travailler le week-end. Je dois faire des économies **pour** l'université et pour payer mon **logement**.

Et toi, quels sont **tes** projets pour le mois de septembre ? Tu **iras** en vacances ?

Écris-moi bientôt,

Bisous,

Kate.

(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. **Pays de naissance** : Country of birth – accept any reasonable place
5. **Langue(s) parlée(s)** : Language(s) spoken – accept any reasonable language(s)

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 limited to limited use of vocabulary of vocabulary; most verb endings, tenses, agreements incorrect; most words misspelt; no sense of register.

Question 2

(a) Message – 30

Communication = 15 Marks

3 tasks @ 5 marks each. Ignore layout.

Leave the following **message** in French for your friend Cédric/Chantal with whom you are staying in Biarritz. In the message include **three** of the following five points:

Com1 You have gone to the beach/ with your friends.

Com2 You are taking the bus /at 11 o'clock.

Com3 You will go to a café/ afterwards.

Com4 You have your mobile phone/ with you.

Com5 You will be back for dinner/ later.

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 limited to limited 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 Montpellier. Write a **postcard** in French to your friend Noah/ Nadine in which you include **three** of the following five points:

- Com1** You arrived / last Saturday.
- Com2** You are staying / in the city centre.
- Com3** The weather is great/ every day.
- Com4** You cycled to a castle / yesterday.
- Com5** You will visit Nîmes / 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 limited to limited 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 had your 18th birthday. Note **three** of the following five points in French in your **diary**:

- Com1** You invited/ all your friends.
Com2 You got/lots of presents.
Com3 The house is tidy/ after the party.
Com4 You are very happy/now.
Com5 You will rest/ this weekend.

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 limited to limited 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 l'Oasis, Rue Négo Danos, 81000 Albi, France. In the **letter** include **three** of the following five points:

Com1 You will arrive in Albi/ on the 30th of June.

Com2 You would like to book a room/ for five nights.

Com3 Ask if there is a gym / in the hotel.

Com4 You would like a list of restaurants/ in the area.

Com5 You will go to the cathedral / and the museum.

You are **Sonia/Simon Roche, 12 Riverview, Tralee, Co.Kerry.**

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 limited to limited 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. Paul.

What activity does Paul like to do at the weekend?

- Camping (3rd option)5 Marks

2.(a) Zoé.

Zoé works in a :

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

(b) *Mention **one** thing that Zoé does when she is not working.*

- She has a lie-in5 Marks
- She meets friends.....5 Marks
- Go out with friends.....3 Marks
- She visits her parents.....5 Marks
- Wrong verb + correct person.....3 Marks
- Wrong person + correct verb.....3 Marks

3. Marc.

Which one of the following animals does Marc mention?

- Horse (4th option)5 Marks

Section B (20 Marks)

1.

Who prepared meals in a hostel:

- The owner (3rd option) 5 Marks

2.

According to Marcelle, for what is France famous?

- (For its) cuisine/cooking/food 5 Marks

3.

In what city does Marcelle live?

- (In) Paris..... 5 Marks

4.

What was the man cooking at the seaside?

- Fish/Mackerel (sandwich) 5 Marks
- Sandwich..... 0 Marks

Section C (20 Marks)

1.

Approximately how many people attended the ceremony in Sébastien's house?

- 400 (3rd option)..... 5 Marks

2.

Who participated in the video?

- Students (4th option).....5 Marks

3. (a)

How did Anne find the evening:

- Very nostalgic.....5 Marks
- Nostalgic.....3 Marks

3. (b)

What did both principals say to the students?

- That they were in the best class ever (1st option) 5 Marks

Section D (20 Marks)

1.

What factors influenced the evolution of the French football team?

Any two of the following, award 5 Marks

Any one of the following, award 3 Marks

- Ethnic diversity / different ethnic origin(s)
- France is a multicultural country/nation
- (Players from) different geographical origin(s)
- Social
- Historical
- Cultural

2.

Which one of the following countries is mentioned?

- Algeria (4th option)5 Marks

3.

In what decade did the integration of players from immigrant families begin?

- (In the) 80s 5 Marks

4.

For what is the French football team known today?

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

Section E (20 Marks)

1.

Who will benefit from this activity?

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

2. (a)

Where was the treasure found? (One detail).

- In Brittany.....5 Marks
- In a (retired) couple's home.....5 Marks
- In/Behind the walls/rafters (of a house).....5 Marks
 - (In a) house.....1 Mark

(b)

The treasure was made of:

- Gold (1st option)5 Marks

3.

What is the occupation of Aurélien Fontenoy?

- He is a (professional) cyclist.....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 (Tralee, le 18 mai 2026) 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. →

Tralee, le 18 mai 2026

**Sonia/Simon Roche,
12 Riverview,
Tralee,
Co.Kerry,
Ireland / Irlande.**

**Hôtel l’Oasis,
Rue Négo Danos,
81000 Albi,
(France)**

Tralee, le 18 mai 2026

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

LC French CD Script 2026

Section A

1. Paul

Je travaille devant un écran pendant la semaine. Alors, le weekend, j'aime sortir dans la nature. Je n'habite pas loin des Pyrénées, donc j'adore faire des randonnées en montagne. Et de temps en temps, j'y fais du camping. Dormir sous les étoiles, c'est vraiment formidable.

2. Zoé

Comme je travaille dans un bar, je suis derrière le comptoir du vendredi soir jusqu'au dimanche après-midi. Le bar est toujours plein à craquer le weekend. Alors, mon weekend à moi c'est lundi et mardi. Je fais la grasse matinée, je retrouve des amis ou je rends visite à mes parents.

3. Marc

Le samedi matin, je travaille dans un refuge pour les animaux. J'adore ça. Je promène les chiens, je donne à manger aux chats et parfois je fais de l'équitation quand on a un cheval au refuge. Dimanche je me repose chez moi, ça me fait vraiment du bien.

Section B

1. Bonjour Marcelle. Quand a-t-on commencé à manger dans la rue ?

L'idée de manger dans la rue ou dans les marchés, ça existe depuis l'Antiquité. Beaucoup plus tard, surtout dans les grandes villes, on louait une chambre dans une auberge et les repas étaient préparés par le patron. Ce n'est que plus récemment qu'on sort dans des bistrots ou des restaurants.

2. En France, pourquoi est-ce qu'on ne mange pas autant dans la rue ?

Nous sommes très connus en France pour notre cuisine. Cependant, la street food ne fait pas vraiment partie de notre culture. Et puis, beaucoup de Français pensent que la street food est mauvaise pour notre santé. C'est vrai qu'il y a des plats de street food qui sont frits, mais, en réalité, certains plats sont très sains.

3. La street food en France, est-elle aussi bonne qu'à l'étranger ?

Ce qui m'a le plus frappée lors de mes voyages, c'est la qualité des plats que j'ai mangés dans la rue. À Paris, j'ai vu un grand changement ces dernières années. De nombreux restaurants de street food ont ouvert dans mon quartier. Avant il n'y en avait pas beaucoup. Généralement, on y mange très bien. J'adore cette sensation de voyager tout en restant dans ma ville.

4. Avez-vous un souvenir que vous aimeriez partager ?

Pendant un voyage en Turquie, je me suis trouvée au bord de la mer Noire. Il y avait un homme qui faisait griller des poissons sur un réchaud pour en faire des sandwiches. C'était du maquereau et c'était fabuleux. Je n'avais jamais mangé de sandwich au poisson, et maintenant j'adore ça.

Section C

Sébastien : Comment vas-tu Anne ? Ça fait étrange d’avoir terminé le lycée, non ?

Anne : Oui, Sébastien. Qu’est-ce que vous avez fait pour marquer la fin de l’année ?

Sébastien : Il y avait une cérémonie dans le gymnase du lycée. Tout le monde y était – les profs, les lycéens et les parents. En tout, nous étions environ 400. Et toi ?

Anne : C’est petit dans notre lycée – notre gymnase n’est pas assez grand pour accueillir tout le monde. Donc, la cérémonie a eu lieu dans le théâtre municipal.

Sébastien : C’est dommage que ce n’était pas dans ton lycée. Chez nous, nous avons montré des photos dans l’entrée du lycée. Il y avait une photo de chaque classe pendant les trois dernières années. C’est marrant de voir comment nos coupes de cheveux ont évolué !

Anne : C’est sympa comme idée. Nous avons regardé une vidéo enregistrée spécialement pour la cérémonie. Chaque élève a participé à la vidéo.

Sébastien : C’est cool, ça. De toute façon, nous avons tous les deux passé des soirées de fin d’année inoubliables.

Anne : Sans doute. J’ai trouvé la soirée très nostalgique parce que c’était la dernière fois que nous serions tous ensemble.

Sébastien : Chez nous, dans son discours, le proviseur nous a dit que nous étions la meilleure classe de l’histoire du lycée.

Anne : Notre proviseure a dit exactement la même chose. J’ai l’impression qu’elle est plus ou moins obligée de dire ça à la fin de chaque année !

Section D

Depuis les années 80, l’équipe de France de football a connu une transformation radicale en termes de diversité ethnique. Par rapport au passé, elle est aujourd’hui le reflet d’une nation multiculturelle, avec des joueurs issus de diverses origines ethniques et géographiques. Cette évolution est le résultat de plusieurs facteurs - sociaux, historiques, et culturels.

Pour comprendre l’évolution de la diversité ethnique dans l’équipe de France, il est essentiel de considérer l’histoire des migrations en France. Dans les années 60, de nombreux travailleurs sont venus d’anciennes colonies françaises. Ces immigrés, principalement venus d’Algérie, du Maroc, de Tunisie, du Sénégal et d’autres pays africains, se sont installés en France.

Les enfants de ces immigrés sont nés et ont grandi en France. Le football, sport populaire par excellence, est devenu un terrain d'expression pour cette nouvelle génération. L'intégration des joueurs issus de familles d'immigrés dans l'équipe française commence pendant les années 80.

Les victoires à la Coupe du Monde en 1998 et en 2018 ont marqué un tournant dans l'histoire du football français. Ces équipes étaient composées de joueurs avec des origines différentes. Aujourd'hui l'équipe de France est reconnue non seulement pour son talent, mais aussi pour sa capacité à représenter une nation diverse.

Section E

La semaine dernière, des milliers de Français ont compté pendant une heure les oiseaux présents dans leur jardin ou dans un parc public. Cela va aider les scientifiques à mieux protéger les oiseaux.

En Bretagne, un couple de retraités qui rénove leur maison a découvert un véritable trésor. 239 pièces d'or datant du XVII^e siècle ont été trouvées dans les murs et les poutres par des artisans. Une trouvaille historique.

Aurélien Fontenoy, un cycliste professionnel, a battu un record du monde en grimpant à vélo jusqu'au deuxième étage de la tour Eiffel en 13 minutes.



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

