



National  
Qualifications  
2025

**X830/77/12**

## **French Listening and Discursive Writing**

TUESDAY, 20 MAY

11:00 AM – 12:20 PM

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**Total marks — 70**

### **SECTION 1 — LISTENING — 30 marks**

Attempt ALL questions.

You will hear two items in **French**. **Before you hear each item, you will have one minute to study the questions.** You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers clearly, in **English**, in the answer booklet provided. In the answer booklet you must clearly identify which question you are attempting.

### **SECTION 2 — DISCURSIVE WRITING — 40 marks**

Attempt ONE question.

Write your answer clearly, in **French**, in the answer booklet provided. In the answer booklet, you must clearly identify which question you are attempting.

**You may use a French dictionary.**

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* X 8 3 0 7 7 1 2 \*

## SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

## Item 1

Listen to this item about the decline in the use of Breton, a Celtic language spoken in the northwest of France and then answer, in **English**, the questions below.

- |                                                                                                                                               |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---|
| (a) What does CNRS say about the 7000 languages spoken across the world?                                                                      | 1 |
| (b) What does Guillaume Jacques say about the status of the Breton language? State any <b>two</b> things.                                     | 2 |
| (c) How many people speak Breton today?                                                                                                       | 1 |
| (d) Professor Briac talks about the experience of her family. What personal examples does she give to illustrate the decline of the language? | 3 |
| (e) What factors led to further decline in the 20th century?                                                                                  | 2 |
| (f) Why does Professor Briac feel that there is now a more positive future for the Breton language? State any <b>one</b> thing.               | 1 |

## Item 2

Listen to the conversation between Nolwenn and Philippe, who are discussing the importance of languages and culture and then answer, in **English**, the questions below.

- |                                                                                                                                |   |
|--------------------------------------------------------------------------------------------------------------------------------|---|
| (a) For Nolwenn, Breton culture is about language, music and dance. What else does she say? State any <b>one</b> thing.        | 1 |
| (b) Nolwenn's teacher asked her class about their national identity.                                                           |   |
| (i) What was Nolwenn's response to this?                                                                                       | 1 |
| (ii) What is her opinion on France? State any <b>two</b> things.                                                               | 2 |
| (c) Philippe doesn't agree with Nolwenn. What does France represent for him?                                                   | 2 |
| (d) Nolwenn says that French educational policy led to the Breton language coming under threat.                                |   |
| (i) What example does she give of this?                                                                                        | 1 |
| (ii) What effect has this had on older people? State any <b>two</b> things.                                                    | 2 |
| (e) Philippe says that lesser-used languages do not need to be protected. Why does he think this? State any <b>two</b> things. | 2 |
| (f) Nolwenn thinks that lesser-used languages are important.                                                                   |   |
| (i) What does she say?                                                                                                         | 1 |
| (ii) What measures is the French government taking to promote these languages?                                                 | 1 |
| (iii) What advantages are there in learning Breton?                                                                            | 2 |
| (g) Philippe and Nolwenn go on to discuss the benefits of being bilingual.                                                     |   |
| (i) What are the benefits, in Philippe's opinion?                                                                              | 3 |
| (ii) What personal gains does Nolwenn see in being bilingual?                                                                  | 2 |

[Turn over

**SECTION 2 — DISCURSIVE WRITING — 40 marks**

**Attempt ONE question**

Write an essay in **French**, of about 250–300 words, discussing **one** of the following statements.

**3. Society**

La plus grande menace pour l'environnement, c'est l'Homme.

**4. Learning**

Étudier à la maison est aussi valable qu'étudier au lycée.

**5. Employability**

Un emploi n'est pas seulement un moyen de gagner sa vie.

**6. Culture**

Une année sabbatique apporte beaucoup plus qu'une année passée à l'université.

**[END OF QUESTION PAPER]**