



National
Qualifications
2025

X830/77/12

**French
Listening and Discursive Writing**

TUESDAY, 20 MAY

11:00 AM – 12:20 PM

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 two 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 one 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 one 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 two 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 two things. | 2 |
| (e) Philippe says that lesser-used languages do not need to be protected. Why does he think this? State any two 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]