



National
Qualifications
2017

X730/76/11

**French
Reading**

MONDAY, 15 MAY
9:00 AM – 10:40 AM

Total marks — 30

Attempt ALL questions.

Write your answers clearly, in **English**, in the Reading answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

You may use a French dictionary.

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

There is a separate question and answer booklet for Directed Writing. You must complete your answer for Directed Writing in the question and answer booklet for Directed Writing.

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



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Total marks — 30

Attempt ALL questions

Read the whole article carefully and then answer, in **English**, ALL the questions that follow.

The article discusses the importance of the media in France.

Les Français et les médias

En France, les médias jouent un rôle très important dans la vie quotidienne. Les Français écoutent la radio, lisent les journaux et regardent la télé. En effet, la télévision représente le premier loisir des Français qui avouent consacrer trois heures au minimum par jour au petit écran, c'est-à-dire cinquante minutes de plus que surfer sur Internet. La télévision reste allumée même si personne ne la regarde! Les films, journaux télévisés et documentaires sont leurs programmes favoris.

Mais ce qui est inquiétant c'est que les programmes sont de moins bonne qualité et c'est pour ça que certains Français parlent de la «télé-réalité». Néanmoins ce genre d'émissions attire beaucoup de téléspectateurs. Jean-Marc, 20 ans, explique: «Après une longue journée je veux tout simplement m'installer dans un fauteuil devant la télé pour m'éloigner du stress du travail. Voilà pourquoi je regarde beaucoup de télé-réalité. Pourtant je reconnais qu'il faut faire attention parce que ces émissions ne respectent pas la vie privée des gens et en plus elles n'ont rien à voir avec la vie du Français moyen.»

Par contre, il ne faut pas oublier que la télévision est un moyen efficace de s'informer de ce qui se passe dans le monde. En seulement trente minutes les Français peuvent s'informer des événements importants dans le monde, tout en mangeant le repas du soir. Ils trouvent les actualités télévisées plus crédibles que les reportages dans la presse populaire. Les aspects positifs sont que les actualités télévisées sont très bien commentées et analysées. Les informations qui intéressent les Français concernent aussi bien les grands débats politiques à l'approche des élections que les catastrophes naturelles même avec ses images brutales et effrayantes.

Les médias traditionnels menacés par Internet?

De nos jours, on a accès aux actualités à n'importe quelle heure de la journée. Les journaux et les magazines français sont moins menacés par Internet parce qu'ils possèdent maintenant aussi leur propre site web. Ce sont surtout les jeunes qui ont tendance à accéder aux médias en ligne, et n'importe où. Juliette Morelle qui prend le train tous les jours observe «On voit les jeunes partout taper sur leur tablette tout en regardant les émissions d'hier soir qu'ils ont téléchargées. Je dois dire que le bruit incessant m'énerve énormément.» Toutefois un grand nombre de Français plus âgés continuent d'acheter leur journal quotidien dans les kiosques ou bien même dans les supermarchés. Chose étonnante, la presse régionale reste le premier média national avec plus de 20 millions de lecteurs parce qu'elle s'intéresse, comme ses lecteurs, plus particulièrement aux événements du quartier. En outre, la presse gratuite est arrivée en 2002 et sa popularité continue d'augmenter et de rivaliser avec la presse payante.

La presse people

Soit en ligne, soit sur papier, le public reste fasciné par la vie des personnes célèbres. On voit tous les jours des articles qui racontent les moindres détails de la vie des stars. Les journalistes n'hésitent pas à publier des photos sans permission ni de raconter ce qu'ils mangent au petit déjeuner, avec qui ils sont sortis la semaine dernière. Mais il faut se demander à quoi ça sert et pourquoi les Français ont besoin de lire ce genre d'histoire. Comme la télé-réalité, est-ce seulement un autre moyen d'échapper à la vie quotidienne?

Questions

Re-read lines 1–13.

1. Television is the most popular form of media in France. In what ways does the writer highlight this? 3

2. People are watching more and more reality TV.
 - (a) What is worrying about this trend? 1
 - (b) Why is Jean-Marc attracted to this type of programme? 1
 - (c) Which **two** negative aspects does Jean-Marc highlight in relation to these programmes? 2

Re-read lines 14–21.

3. Television news programmes are highly regarded in France.
 - (a) In what ways are these programmes convenient for people? 2
 - (b) What are the positive aspects of this type of programme? 1
 - (c) What type of news reports are French people interested in? Give details. 2

Re-read lines 22–33.

4. The writer goes on to talk about the impact of the Internet on the media. Why are newspapers and magazines less threatened by the Internet? 1

5. According to the article, in what way do many older people access the news? 1

6. Why do regional newspapers still attract more than 20 million readers? 1

Re-read lines 34–40.

7. According to the article, celebrity magazines focus on the smallest details of celebrities' lives. What else does it say about these magazines? 3

Questions (continued)

Now consider the article as a whole.

8. The article discusses how French people access and use the media. Does the writer think that the media play an important role in people's lives? Give reasons for your answer with reference to the text. 2
9. Translate into English:
"Juliette Morelle . . . énormément.»" (lines 26 to 28) 10

[END OF QUESTION PAPER]

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National
Qualifications
2017

Mark

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X730/76/02

**French
Directed Writing**

MONDAY, 15 MAY
9:00 AM – 10:40 AM



Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Number of seat

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Date of birth

Day

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Month

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Year

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Scottish candidate number

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Total marks — 10

Choose ONE scenario on *Page 02* and write your answer clearly, in **French**, in the space provided in this booklet. You must clearly identify the scenario number you are attempting.

You may use a French dictionary.

Additional space for answers is provided at the end of this booklet.

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

There is a separate answer booklet for Reading. You must complete your answers for Reading in the answer booklet for Reading.

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



Total marks — 10

Choose **one** of the following two scenarios.

SCENARIO 1: Learning

You recently took part in an exchange with your partner school in France. On your return you were asked to write an account **in French** of your experience for your school/college website.

You must include the following information and **you should try to add** other relevant details:

- where the school was located **and** what you thought of the school
- what you did to improve your French during your stay
- what benefits you gained from taking part in the school exchange
- whether or not you would recommend participating in a school exchange

You should write approximately 120–150 words.

OR

SCENARIO 2: Employability

Last year you spent a month working in France. On your return you were asked to write an account **in French** of your experience for your school/college website.

You must include the following information and **you should try to add** other relevant details:

- who you went with **and** how you travelled
- what you had to do in your job
- what you did with the money you earned
- how your experience will benefit your future career

You should write approximately 120–150 words.



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National
Qualifications
2017

Mark

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X730/76/03

**French
Listening and Writing**

MONDAY, 15 MAY

11:00 AM – 12:00 NOON



* X 7 3 0 7 6 0 3 *

Fill in these boxes and read what is printed below.

Full name of centre

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Surname

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Number of seat

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Date of birth

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Month

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Total marks — 30

SECTION 1 — LISTENING — 20 marks

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 spaces provided.

SECTION 2 — WRITING — 10 marks

Write your answer clearly, in **French**, in the space provided.

You may use a French dictionary.

Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

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

You are not allowed to leave the examination room until the end of the test.

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



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SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

Item 1

You hear a radio report about holidays.

- (a) What reasons do young people give for **not** wanting to spend holidays with their parents? State any **two**. 2

- (b) It is normal for teenagers to want their independence. They also need their freedom. What else is important to them at this age? State **two** things. 2

- (c) (i) Some parents are protective. What types of holidays are more suitable for their children? State any **one** thing. 1

- (ii) Give **one** example of how young people can benefit from these holidays. 1

- (d) Give **two** reasons why young people continue to go on holiday with their parents. 2



Item 2

Pauline talks about her experience at a colonie de vacances, a summer camp for young people.

- (a) Pauline first went to a colonie de vacances when she was 8 years old. Why did her parents send her there? State **two** things. 2

- (b) (i) What type of activities did she do at the colonie de vacances? State **two** things. 2

- (ii) What was the aim of these activities? State any **one** thing. 1

- (c) Pauline grew in confidence at the colonie de vacances. What example does she give of this? State **two** things. 2

- (d) She goes on to talk about a boy of the same age that she remembers.

- (i) He was very shy. What problems did the boy have? Give any **one** example. 1

- (ii) What did Pauline do to help the boy? Give any **one** example. 1

- (e) Pauline is now working in a colonie de vacances. What does her job involve? State **two** things. 2

- (f) This year she is going to a colonie de vacances near the Spanish border. Why will this be a good experience for her? State any **one** thing. 1



MARKS

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ADDITIONAL SPACE FOR ANSWERS



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MARKS

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