



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2014

Marking Scheme

French

Higher 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 2014

Marking Scheme French - Higher 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.

SECTION I COMPRÉHENSION ÉCRITE (120 marks)

In both **Reading Comprehensions**, the following general points apply:

Questions with sub-divisions [e.g. (a) and (b)] must be answered on separate lines allocated.

Where separate spaces are provided, and two or more answers are placed on one line, this is regarded as one answer and is marked accordingly.

Any extra sub-division is rewarded only if one of the previous answers to the question is cancelled.

Penalties:

1. Excess material: -1 or -2 marks.
2. All other errors to be penalised minus 1 max. per question/segment. These include:
 - Inappropriate quotation.
 - Manipulation when not required.
 - Language/grammar errors in manipulation.
 - When manipulation is required and not attempted.
 - Answers given in the wrong language, e.g. answers in Irish/English when French required as in Compréhension Écrite; q.6 segments answered in French.

Note: The penalty for excess may apply in conjunction with any of the penalties mentioned in 2 above.

Q.1 (60 marks)

Appropriate direct quotation OR correct manipulation acceptable in Qs.1(i), 2(i) and 5(ii).

1.(i) 5 Marks

Quel temps fait-il à Chignat à 9h30 ? (Section 1)

Appropriate direct quotation OR correct manipulation acceptable.

- (9h30) La pluie tombe (sur le chapiteau du Cirque Rozel, installé dans la ville de Chignat) (Whole sentence)..... 5 Marks
- Il pleut / (Il y a de) la pluie 5 Marks
- Pluie..... 4 Marks
- Il fait mauvais..... 3 Marks
- Il fait mal..... 0 Marks

Note: Accept past tense, e.g. Il pleuvait / Il a plu / Il avait plu.

1.(ii)..... 5 Marks

Selon Alexis, pourquoi est-ce une période difficile pour lui cette année ? (Section 1)

Correct manipulation required.

- Il y a moins de personnes (au cirque) / spectateurs (que dans le passé)..... 5 Marks
- (Dans le passé,) en moyenne, on avait 90 personnes (au cirque) / spectateurs, (mais) cette année on en a souvent juste 30..... 5 Marks
- (Mais cette année,) on a / il y a souvent juste 30 personnes (au cirque) / spectateurs..... 4 Marks
- (Dans le passé,) en moyenne, on avait 90 personnes (au cirque) / spectateurs..... 3 Marks
- (mais cette année) on en a souvent juste 30..... 3 Marks

Note: If “souvent” omitted above, minus 1 mark.

2.(i)..... 5 Marks

Trouvez le détail qui montre que personne d'autre ne travaille dans le cirque à part les membres de la famille Rozel. (Section 2)

Appropriate direct quotation OR correct manipulation acceptable.

- aucun employé..... 5 Marks
- Des parents, trois enfants, aucun employé, et des tas de cousins..... 4 Marks
- (Le Cirque Rozel est) une histoire de famille..... 4 Marks

2.(ii)..... 5 Marks

Relevez l'expression qui explique pourquoi Nancy fait le travail administratif. (Section 2)

- (puisque) elle maîtrise mieux l'écriture qu'Alexis..... 5 Marks
- (puisque) elle maîtrise mieux l'écriture 4 Marks
- elle s'occupe aussi des trois enfants et des tâches administratives puisque elle maîtrise mieux l'écriture qu'Alexis..... 3 Marks
- elle s'occupe aussi des trois enfants et des tâches administratives puisque elle maîtrise mieux l'écriture..... 2 Marks

3.(i)..... 5 Marks

Trouvez dans la troisième section un adjectif au féminin singulier.

- Sa..... 5 Marks
- Propre..... 5 Marks
- Sa propre..... 5 Marks

Note: Award 5 Marks or 0 Marks.

3.(ii)..... 5 Marks

Selon la troisième section, dans les années 1960-1970,

- (a) *les cirques passaient toute la journée dans un seul village*
- (b) *les clients regardaient la représentation debout, dans les villages*
- (c) *Marco jouait d'un instrument de musique dans les villages*
- (d) *les véhicules avaient parfois du mal à circuler dans les villages.*

- (d)..... 5 Marks

4.(i)..... 5 Marks

Citez une phrase qui montre qu'il n'y a pas d'animal féroce dans le cirque. (Section 4)

- Ni lion, ni tigre, ni éléphant..... 5 Marks
- Deux chevaux, des chèvres, des chiens et des colombes..... 5 Marks
- Rien de très exotique..... 4 Marks

4.(ii)..... 5 Marks

Comment Alexis se comporte-t-il envers les animaux dans son cirque ? (Section 4)

Correct manipulation required.

- (Il aime ses / les animaux.) Il ne les frappe pas / Il ne frappe pas ses animaux..... 5 Marks
- (J'aime mes animaux.) Je ne les frappe pas / Je ne frappe pas mes animaux..... 4 Marks
- Il aime ses / les animaux..... 3 Marks
- Il les aime..... 3 Marks
- On a des contrôles de vétérinaires et des certificats..... 3 Marks
- J'aime mes animaux..... 2 Marks
- Je les aime..... 2 Marks

5.(i)..... 5 Marks

Qu'est-ce qu'Alexis a fait pour attirer des spectateurs à la représentation à Dallet ? (Section 5)

Correct manipulation required.

- Il / Alexis a déposé des affichettes (du cirque) au bord de la route / plusieurs jours à l'avance..... 5 Marks
- Les affichettes (du cirque) apparaissent au bord de la route. Déposées plusieurs jours à l'avance par Alexis..... 4 Marks
- Il / Alexis a déposé des affichettes (du cirque)..... 4 Marks
- Bientôt, les affichettes (du cirque) apparaissent au bord de la route. Déposées plusieurs jours à l'avance par Alexis..... 3 Marks
- Les affichettes (du cirque) apparaissent au bord de la route..... 3 Marks
- Bientôt les affichettes (du cirque) apparaissent au bord de la route..... 2 Marks
- Bientôt, les affichettes (du cirque) apparaissent au bord de la route. Déposées plusieurs jours à l'avance par Alexis, elles seront enlevées après la représentation. (Two whole sentences)..... 2 Marks
- Déposées plusieurs jours à l'avance par Alexis, (elles seront enlevées après la représentation)..... 2 Marks

5.(ii)..... 5 Marks

*Qu'y a-t-il de différent entre le démontage du chapiteau à Chignat et son remontage à Dallet ?
(Section 5)*

Appropriate direct quotation OR correct manipulation acceptable.

- Il n'y a pas de cousins à Dallet / pour le remontage..... 5 Marks
- Il y a / avait des cousins à Chignat / pour le démontage..... 5 Marks
- Il faut / faudra tout faire à trois à Dallet / pour le remontage 5 Marks
- Cette fois, pas de cousins..... 5 Marks
- Il faut / faudra tout faire à trois 4 Marks
- Pas de cousins..... 4 Marks
- Alexis, Nancy et Marco commencent à remonter le chapiteau 4 Marks
- Puis, Alexis, Nancy et Marco commencent à remonter le chapiteau..... 3 Marks

6..... 5 + 5 Marks

Circus life for Alexis and his family is tough. Do you agree? Refer to the text in support of your answer. (Two points, about 50 words in total.)

Candidates may choose to agree or disagree using the following points:

Any two of the following points:

- Numbers attending the circus are down.
- They do two shows a day.
- They do all the work themselves – no employees.
- Lots of different skills needed.
- Lots of hard physical work.
- Nancy has lots of different responsibilities.
- In the past, there seemed to be more “romance” about the circus.
- Lots of bureaucracy now – permits needed from the town hall, animal welfare, etc.
- Alexis does all the promotion work.
- The weather is uncertain.

Etc., etc.

- It’s a family business with lots of traditions.
- Sometimes they get full houses.
- Work is varied.
- They have happy memories of past times on the road.
- They care about the animals and treat them well.
- They enjoy the freedom their way of life gives them.

Etc., etc.

Q.2 (60 marks)

Appropriate direct quotation **OR** correct manipulation acceptable in Qs. 1(ii), 2(i), 3(i), 3(ii) & 5(i).

1.(i)..... 5 Marks

Trouvez l'expression qui veut dire que Georges devenait de moins en moins compréhensif.

(Section 1)

- Georges se montrait de plus en plus intolérant 5 Marks
- À mesure que ses filles grandissaient, Georges se montrait de plus en plus intolérant..... 4 Marks
- de plus en plus intolérant..... 4 Marks

Note: No penalty if « avec elles » included.

1.(ii)..... 5 Marks

Quelle était l'attitude de Georges envers les jeunes hommes qui admiraient sa fille aînée ? (Un exemple) (Section 1)

Appropriate direct quotation **OR** correct manipulation acceptable.

- Il les critiquait (et déplorait leur manque de culture)..... 5 Marks
- Il déplorait leur manque de culture 5 Marks
- Il critiquait les garçons / les jeunes hommes (qui s'intéressaient à Sophie, et déplorait leur manque de culture)..... 5 Marks
- Il critiquait aussi les garçons / les jeunes hommes (qui s'intéressaient à Sophie, et déplorait leur manque de culture)..... 4 Marks

2.(i)..... 5 Marks

Dans la deuxième section, qu'est-ce que Georges a défendu à ses filles de faire ? (Section 1)

Appropriate direct quotation OR correct manipulation acceptable.

- (Il / Georges leur interdit / a interdit / a défendu d') aller à la grande fête (organisée à Chaville par leurs cousins)..... 5 Marks
- Lorsqu'elles furent / ont été invitées à la grande fête (organisée à Chaville par leurs cousins), Georges leur interdit / a interdit d'y aller..... 5 Marks
- Georges leur interdit / a interdit d'y aller..... 3 Marks
- à la grande fête (organisée à Chaville par leurs cousins)..... 2 Marks

Note: If *Donc* included, minus 1 Mark.

2.(ii) 5 Marks

Citez la phrase qui indique que les deux filles ont participé à la conversation au cours du repas. (Section 2)

- Pendant le dîner, Lisbeth et Sophie s'efforcèrent de répondre aimablement aux questions qu'on leur posait..... 5 Marks
- Lisbeth et Sophie s'efforcèrent de répondre aimablement aux questions qu'on leur posait..... 4 Marks
- Lisbeth et Sophie s'efforcèrent de répondre aimablement aux questions..... 3 Marks
- Lisbeth et Sophie s'efforcèrent de répondre (aimablement)..... 2 Marks

3.(i)..... 5 Marks

Pourquoi Georges s'est-il mis en colère le soir du dîner ? (Section 2)

Appropriate direct quotation OR correct manipulation acceptable.

- (Parce que) sitôt le dessert pris, Sophie et Lisbeth / les filles / ses filles / elles demandèrent à monter se coucher..... 5 Marks
- (Parce que) Sophie et Lisbeth / les filles / ses filles / elles ont disparu de si bonne heure..... 5 Marks
- À cause du manque de savoir-vivre de Sophie et Lisbeth / des filles / de ses filles... 4 Marks
- Mais sitôt le dessert pris, Sophie et Lisbeth / les filles / ses filles / elles demandèrent à monter se coucher..... 4 Marks
- Georges, fâché qu'elles aient disparu de si bonne heure 4 Marks
- À cause de leur manque de savoir-vivre 3 Marks
- Lorsque les invités furent partis, Georges, fâché qu'elles aient disparu de si bonne heure, monta voir ses filles avec l'intention de les gronder à cause de leur manque de savoir-vivre (Whole sentence)..... 3 Marks

Note: If « sitôt le dessert pris » omitted, minus 2 marks.

3.(ii)..... 5 Marks

Combien de temps les parents ont-ils mis pour arriver chez les cousins ? (Section 3)

Appropriate direct quotation OR correct manipulation acceptable.

- Moins d'un quart d'heure..... 5 Marks
- En moins d'un quart d'heure 4 Marks
- un quart d'heure 4 Marks
- d'un quart d'heure..... 3 Marks
- Georges et Martha..... d'heure (Whole sentence)..... 3 Marks

4.(i)..... 5 Marks

Selon la troisième section,

- (a) *Martha et Georges ont essayé de fermer les volets de la maison*
- (b) *Martha s'est disputée avec ses filles à cause de la musique*
- (c) *Martha est entrée seule dans la maison pour retrouver les filles*
- (d) *Martha et Georges ignoraient où leurs filles étaient allées.*

• (c)..... 5 Marks

4.(ii)..... 5 Marks

Relevez l'expression qui explique pourquoi la sœur cadette n'avait pas crainte de s'en aller.

(Section 4)

- Lisbeth rêvait de voyages et de contrées lointaines..... 5 Marks
- Comme Lisbeth rêvait de voyages et de contrées lointaines, partir ne lui faisait pas peur..... 4 Marks
- Comme Lisbeth rêvait de voyages et de contrées lointaines..... 4 Marks
- Lisbeth rêvait de voyages..... 3 Marks
- Lisbeth rêvait de contrées lointaines..... 3 Marks
- Elle pensait qu'il serait facile pour les deux filles de vivre à la campagne incognito, (le temps de trouver un petit travail)..... 2 Marks

5.(i)..... 5 Marks

Qu'est-ce que Sophie et Lisbeth ont fait pour fuir la maison sans éveiller de soupçons ? (Section 4)

Appropriate direct quotation OR correct manipulation acceptable.

- (Huit jours plus tard, à l'heure habituelle,) les deux filles / elles ont fait / firent semblant de partir pour le lycée..... 5 Marks
- (Huit jours plus tard,) les deux filles / elles ont fait / firent semblant de partir..... 0 Marks

5.(ii)..... 5 Marks

Trouvez dans la quatrième section un verbe pronominal.

- S'enfuir..... 5 Marks
- Enfuir..... 0 Marks

Note: Award 5 Marks or 0 Marks.

If "s'oppose" offered, allow 5 Marks.

6..... 5 + 5 Marks

Do you think that Georges and Martha are equally strict as parents? Refer to the text in support of your answer. (Two points, about 50 words in total.)

Candidates may choose to agree or disagree using the following points.

Georges:

- He is becoming increasingly intolerant of the girls' behaviour and friends.
- Martha cannot get him to calm down.
- He forbids them to go to their cousins' party because they had stayed out later than allowed on two occasions.
- His decision is final.
- He insisted that they stay for dinner when his boss has been invited.
- He is very angry when they ask to leave the table straight after dessert and sets off to scold them.
- He stays in the car while Martha goes into the cousins' house. Perhaps she thinks he'll be too angry.
- He's furious in the car – Sophie is trembling and decides to leave.

Etc., etc.

Martha:

- She sometimes tries to calm Georges, but in vain.
- It's she who goes into the cousins' house to collect the girls.
- It takes only one look from Martha, no words, to get the girls to come out to the car immediately.

Etc., etc.

SECTION II PRODUCTION ÉCRITE (100 marks)

Obligatory

Q. 1 (a) or (b)

Communication	20 marks
Language	20 marks

(40 marks)

Answer two of Qs. 2, 3, 4

Q. 2 (a) or (b)

Communication	15 marks
Language	15 marks

(30 marks)

Q. 3 (a) or (b)

Communication	15 marks
Language	15 marks

(30 marks)

Q. 4 (a) or (b)

Communication	15 marks
Language	15 marks

(30 marks)

Notes: Q. 2 (a) and (b) No particular layout required.

MARKING GRID

Communication	Q. 1 20 marks	Qs. 2, 3 & 4 15 marks
TOP <ul style="list-style-type: none"> • Stimulus material well exploited • High level of textual coherence • Clarity in argumentation • Communicative intention fulfilled • Little or no irrelevant material • Few mistakes in register 	13 - 20	11 - 15
MIDDLE <ul style="list-style-type: none"> • More or less competent treatment of stimulus material • Reasonable level of textual coherence • Comprehensible for French monoglot • Communicative intention more or less respected • Some irrelevant material • Not too many mistakes in register 	8 - 12	6 - 10
BOTTOM <ul style="list-style-type: none"> • Mere transcription or very poor treatment of stimulus material • Lack of textual coherence • French monoglot would have difficulty understanding • Communicative intention stultified • A lot of irrelevant material • Mistakes in register 	0 - 7	0 - 5
Language	Q. 1 20 marks	Qs. 2, 3 & 4 15 marks
TOP <ul style="list-style-type: none"> • idiomatic French • rich vocabulary • complex sentences well handled • few mistakes in verbs, agreement or spelling 	13 - 20	11 - 15
MIDDLE <ul style="list-style-type: none"> • vocabulary adequate • verbs generally correct • rule of agreement generally respected • not too many mistakes in spelling 	8 - 12	6 - 10
BOTTOM <ul style="list-style-type: none"> • problems with vocabulary • most verbs incorrect • basic rule of agreement not respected • many mistakes in spelling 	0 - 7	0 - 5

Listening Comprehension Test (80 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 25% of marks gained.

In the following questions, where less than full marks is achieved in either segment, the higher mark is to be awarded to each segment: I, Q.2; II, Q.2 & 4; III, Q.2; IV, Q.4.

Section I (12 Marks)

1.

Why was Sabine unable to phone her parents in Brussels one night?

- The battery of her mobile / phone was down / (She had) no battery..... 3 Marks
- (She) couldn't use her mobile / phone..... 2 Marks
- (She) had no mobile / phone..... 0 Marks

2. (a) & (b)

Give the two problems that Ahmed encountered at the airport in Algeria.

Two of (i.e. one from "Luggage" and one from "Late plane")

Luggage

- He had to pay extra / a surcharge / a supplement (because his luggage was too heavy)..... 3 Marks
- His luggage was too heavy..... 3 Marks

Plane late

- He had to wait four hours (because his plane was late)..... 3 Marks
- His plane was four hours late..... 3 Marks
- His plane was late..... 2 Marks
- He had to wait..... 2 Marks
- (He was) late..... 0 Marks

Note: Incorrect number of hours, minus 1 Mark.

3.

At the train station in Switzerland, what did Fleur's teacher realise?

- Wrong train / Not the right train..... 3 Marks

Note: If "good train" / "goods train" offered, award 0 Marks.

Section II (21 Marks)

1.

When did Pierre Perret discover Connemara?

One of

- 25 years ago / 1989..... 3 Marks
- Twenty-five years ago..... 3 Marks

Note: If incorrect number / year offered, award 0 Marks.

2.(a) & (b)

What two things does Pierre like to do in Connemara every day?

Two of

- Watch the sunrise (over the sea)..... 3 Marks
- Watch the sun..... 2 Marks

- (In the afternoon,) fishing on Lough Corrib / a lake..... 3 Marks
- Fishing 2 Marks
- Fishing in the sea / Fishing in a river, etc..... 1 Mark

3.(i)

What does Pierre's wife say about him?

- During the holidays, he's the laziest man in the world..... 3 Marks
- He's the laziest man in the world 2 Marks
- He's lazy..... 1 Mark

3.(ii)

Why has Pierre never gone swimming in Ireland?

- The water is (too) cold..... 3 Marks
- It's (too) cold / The cold..... 2 Marks
- The weather is (too) cold / Cold weather..... 0 Marks

4.(a) & (b)

What two things does Pierre intend to do in France in September?

Two of

- Produce / Record / Release / Make an album (for children)..... 3 Marks
- (Go) looking for / picking / gathering / collecting mushrooms (in the woods)..... 3 Marks
- (Go) to the woods..... 2 Marks
- (Go) on small outings..... 1 Mark

Note: Incorrect produce, e.g. berries etc., minus 2 Marks.

If “research” given as the verb with “mushrooms”, minus 1 Mark.

Section III (18 Marks)

1.(i)

Who wrote the play that Luc is talking about?

- (His / Their / A / The) French teacher..... 3 Marks
- (His / Their / A / The) teacher 2 Marks

Note: “professor” = 0 Marks

Incorrect subject, minus 2 Marks.

1.(ii)

According to Luc’s mother, why will his father be delighted?

- He did drama / theatre at university / college..... 3 Marks
- He did drama / theatre..... 2 Marks
- He’s interested in / likes drama / theatre..... 1 Mark

Note: Accept “acting” as correct.

2.(a) & (b)

Give the two things that the director told Luc about the play.

Two of

- It’s the story of / It’s about (a gang / band / group of) criminals..... 3 Marks
- It’s the story of / It’s about a criminal 2 Marks
- It’s the story of / It’s about a gang / gangs 1 Mark
- It’s about crime..... 1 Mark

- The action / story / plot / It takes place at the beginning of the last century / beginning of the 20th century..... 3 Marks
- The action / story / plot takes place in the last century / 20th century..... 2 Marks
- The action / story / plot takes place in the past..... 1 Mark

3.(i)

Why is Luc a bit nervous?

- (It will be / It's his) first time on stage..... 3 Marks
- Going on stage..... 2 Marks
- (It will be / It's his) first time..... 0 Marks

Note: Accept “in a show / performing / acting / in a play” or similar.

3.(ii)

Why will his mother be unable to come to the play?

- She will be / is collecting his sister from / in Toulouse..... 3 Marks
- She will be / is in Toulouse 2 Marks
- She's collecting his sister..... 2 Marks
- His sister / Her daughter is coming back from the U.S. (that day)..... 1 Mark

Note: Accept “her daughter” / “his sister”.

Wrong person, minus 1 Mark.

Section IV (21 Marks)

1.(i)

What job was Alain offered recently?

- Waiter (in a restaurant)..... 3 Marks
- (A job) in a restaurant..... 1 Mark

1.(ii)

What reason does Alain give for turning down the job?

One of

- The cost of the petrol / fuel..... 3 Marks
- It was 60 km away / from home..... 2 Marks
- It wasn't worth it..... 2 Marks
- The cost of travel..... 2 Marks
- It was (too) far away (from home)..... 1 Mark

Note: If incorrect number of kilometres offered, award 0 Marks.

2.

According to Alain, what are people fed up with?

- Politicians doing / who do nothing..... 3 Marks
- Politicians..... 2 Marks
- Doing nothing / Politics..... 0 Marks

3.(i)

Why according to Carole, is her town fortunate?

- (It's) not too (much) affected by the recession / economic crisis..... 3 Marks
- (It's) not affected by the recession / economic crisis..... 0 Marks
- (It's badly) affected by the recession / economic crisis..... 0 Marks

3.(ii)

What are certain families who move to Carole's town obliged to do?

- Look for help from (local) charities / (local) charitable associations / (local) charitable groups..... 3 Marks
- Look for help / charity..... 2 Marks
- Look for beds / a bed / furniture..... 1 Mark

4.(a) & (b)

Give the two things which Carole says about doctors in her area.

Two of

- (Last year) two (doctors) stopped working..... 3 Marks

Note: If “retired” offered, minus 1 Mark.

- Another / One (doctor) is (still) working at the age of 92..... 3 Marks
- Another / One (doctor) is 92..... 2 Marks

Note: Incorrect age = 0 Marks.

Section V (8 Marks)

1.

Why did these people in the Ardèche region have to leave their houses?

- (because of a big) flood..... 2 Marks

2.(i)

How much money was in the envelope?

- 30,000 / Thirty thousand (Euro)..... 2 Marks

Note: If incorrect number / currency offered, award 0 Marks.

2.(ii)

Where exactly was the money found, two hours later?

- In the bin at the café..... 2 Marks
- In the café / In the / a bin..... 1 Mark

3.

Why did the police stop the farmer on Friday evening?

- He was driving a tractor on the motorway..... 2 Marks
- He was driving a tractor (on the road, etc.)..... 1 Mark

Note: Accept “autoroute”.

APPENDIX 1

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:

- use of a tape recorder.
- 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 Higher Level this means that errors in spelling and in certain grammatical elements are not penalised.

Reading Comprehension and 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 on a tape / CD. 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 on a CD, 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 CD.

Example 3:

For Production Écrite, if the candidate writes: *Aujordui les parents ne donne pas les enfants mes responsibitiés*, don't underline or penalise *aujordui*, *donne*, *responsibitiés*, as these are spelling mistakes. Do underline and penalise *les* and *mes* as these are grammatical errors.

APPENDIX 2



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 thar 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthrata a bhronnadh ar iarrthóirí nach ghnóthaíonn thar 75% d'iomlán na marcanna. Ba chóir freisin an marc bónais sin a shlánú **síos**.

Bain úsáid as an tábla seo i gcás an ábhair a leanas:

- **French – Higher Level**

Iomlán: 300 Gnáthrata: 5%

Bain úsáid as an ngnáthrata i gcás marcanna suas go 225. Thar an marc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
226 - 226	11
227 - 233	10
234 - 240	9
241 - 246	8
247 - 253	7
254 - 260	6

Bunmharc	Marc Bónais
261 - 266	5
267 - 273	4
274 - 280	3
281 - 286	2
287 - 293	1
294 - 300	0

