



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2015

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 2015

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), 3(i), 4(ii), and 5(i). In Q.6, where less than full marks is achieved in either segment, the higher mark is to be awarded to each segment.

1.(i) 5 Marks

Où est-ce que certains SDF à Paris se réfugient chaque année ? (Section 1)

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

- (Chaque année, des centaines de SDF / ils prennent pour refuge) les couloirs du métro (parisien)..... 5 Marks
- (dans) les couloirs du métro (parisien)..... 5 Marks
- dans le métro..... 4 Marks
- le métro..... 2 Marks
- (dans) les couloirs..... 0 Marks

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

Citez l'expression qui indique que ces SDF demandent la charité de temps en temps. (Section 1)

- (Assis par terre dans le couloir,) tendant parfois la main..... 5 Marks
- (Assis par terre dans le couloir,) tendant la main..... 4 Marks
- (Assis par terre dans le couloir,) tendant parfois la main, ou bien dormant sur le quai, (ils y passent la journée et la nuit)..... 3 Marks

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

Qu'est-ce qui rend l'intérieur du centre d'accueil très clair ? (Section 2)

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

- (les / des) murs blancs, / (les / de / des) grandes fenêtres..... 5 Marks
- (les / des) murs blancs..... 5 Marks
- les / de / des) grandes fenêtres..... 5 Marks
- mobilier moderne, murs blancs, grandes fenêtres..... 4 Marks
- Parquet, mobilier moderne, murs blancs, grandes fenêtres 3 Marks
- Ce centre expérimental d'hébergement (whole sentence)..... 0 Marks
- une maisonnette confortable et lumineuse..... 0 Marks

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

*Trouvez l'expression qui montre qu'il est possible de laver des vêtements dans le centre d'accueil.
(Section 2)*

- (Ici, on peut) faire une lessive..... 5 Marks
- (Ici, on peut) faire une lessive, trouver des vêtements propres..... 4 Marks
- Ici, on peut manger, se doucher, faire une lessive..... 3 Marks
- Ici on peut manger, se doucher, faire une lessive, trouver des vêtements propres.. 2 Marks
- Manger, se doucher, faire une lessive..... 1 Mark
- trouver des vêtements propres..... 1 Mark

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

Pour être admis dans le centre d'accueil, quelle condition impose-t-on aux SDF ? (Section 3)

Appropriate direct quotation OR correct manipulation acceptable.

- (À Charenton,) on ne rentre qu'en étant accompagné par l'une des équipes du Recueil social..... 5 Marks
- (À Charenton, il faut) être accompagné par l'une des équipes du Recueil social (or similar)..... 5 Marks
- en étant accompagné par l'une des équipes du Recueil social..... 4 Marks
- qu'en étant accompagné par l'une des équipes du Recueil social..... 3 Marks

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

Expliquez pourquoi Jean-Luc est venu dormir dans le métro. (Section 3)

Correct manipulation required.

- (Avant) il vivait chez ses grands-parents, mais ils sont morts..... 5 Marks
- (Avant) je vivais chez mes grands-parents, mais ils sont morts..... 4 Marks
- (Avant) je vivais chez mes grands-parents, raconte-t-il, mais ils sont morts..... 3 Marks
- Ses grands-parents sont morts..... 3 Marks
- (Avant) il vivait chez ses grands-parents..... 2 Marks
- (Avant) je vivais chez mes grands-parents..... 1 Mark
- (mais) ils sont morts..... 0 Marks

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

Relevez dans la quatrième section un verbe au participe présent.

- valorisant..... 5 Marks
- en valorisant 4 Marks

Note: If any other extraneous element included = 0 Marks.

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

Pourquoi Bruno apprécie-t-il tant le plat offert par le centre d'accueil ? (Section 4)

Appropriate direct quotation OR correct manipulation acceptable.

- Son dernier repas chaud, il ne sait plus à quand il remonte..... 5 Marks
- Il n'a pas mangé de repas chaud depuis très longtemps (or similar)..... 5 Marks
- (Parce que) c'est un repas chaud..... 3 Marks
- (C'est) son dernier repas chaud..... 0 Marks

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

Qu'est-ce qui suggère que le centre d'accueil a déjà prouvé sa valeur ? (Section 5)

Appropriate direct quotation OR correct manipulation acceptable.

- (En trois mois,) l'accueil (de Charenton) / il a enregistré plus d'un millier de passages..... 5 Marks
- plus d'un millier de passages..... 4 Marks
- Pour Bruno, c'est la Rolls Royce des refuges..... 3 Marks
- Pour moi, c'est la Rolls Royce des refuges..... 2 Marks
- On est vraiment pris en compte ici, s'enflamme Bruno..... 1 Mark
- C'est la Rolls Royce des refuges..... 1 Mark

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

Selon la cinquième section,

- (a) *il est interdit de boire de l'alcool dans le centre*
- (b) *on essaie de renouer les rapports familiaux*
- (c) *les SDF trouvent des solutions après être jugés*
- (d) *les services sociaux cherchent à construire des logements.*

- (b)..... 5 Marks

6..... 5 + 5 Marks

Why is the care centre in Charenton attractive for these homeless people? 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:

- It's like a small house rather than a shelter, and is comfortable, bright and warm.
- It's open seven days a week, and can take up to sixty people.
- It's nicely furnished, with a sofa, wooden floor, modern furniture, white walls and large windows.
- They can eat there, and even have a nice hot meal.
- They can shower, wash clothes and get clean clothes.
- They can sit on a couch, watch television, play pinball or table-football, or smoke.
- They are made to feel valued there and their freedom is respected.
- Their treatment in the centre is a contrast with the way they are ignored in the outside world.
- They are not forced to find work, or type out a CV as soon as they arrive.
- They can have a part-time job and still come to the centre.
- They are not judged, but instead are helped to find solutions for rebuilding their lives.
- There's supervised consumption of alcohol, medical follow-up, and social workers.
- They are helped to make contact with their families.

Etc., etc.

Q.2 (60 marks)

Appropriate direct quotation **OR** correct manipulation acceptable in Qs. 1(i), 1(ii), 3 & 4(i). In Q.6, where less than full marks is achieved in either segment, the higher mark is to be awarded to each segment.

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

Depuis combien de temps la maison d'en face était-elle à louer ? (Section 1)

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

- (Depuis) presque deux mois..... 5 Marks
- (Depuis) deux mois..... 4 Marks
- « À louer » plantée au milieu du gazon depuis presque deux mois avait disparu.... 3 Marks

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

Lequel des objets déchargés par les déménageurs était en mauvais état ? (Section 1)

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

- Un / le fauteuil (qui avait plusieurs déchirures)..... 5 Marks

Note: If any additional object, e.g. meubles, congélateur, is added, award 0 marks.

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

Selon la deuxième section,

- (a) *le narrateur a garé sa voiture devant la maison d'en face*
- (b) *le bruit du camion au milieu de la nuit a réveillé les voisins*
- (c) *les déménageurs sont partis avant le coucher du soleil*
- (d) *les nouveaux venus ne pouvaient pas être identifiés.*

- (d)..... 5 Marks

2.(ii) 5 Marks

Relevez dans la deuxième section un adjectif possessif.

One of:

- Leur 5 Marks
- Leurs 5 Marks

Note: Award 5 Marks or 0 Marks. Any extraneous element = 0 Marks.

3..... 5 Marks

Pourquoi aurait-il été impossible pour les voisins d'entendre la conversation dans le salon ?

(Section 3)

Appropriate direct quotation OR correct manipulation acceptable.

- (Comme) la / cette pièce / le salon / il ne donnait pas sur la rue..... 5 Marks
- Comme la / cette pièce / le salon / il ne donnait pas sur la rue, personne ne pouvait évidemment les entendre..... 5 Marks
- Comme la / cette pièce / le salon / il ne donnait pas sur la rue, personne ne pouvait évidemment nous entendre..... 4 Marks

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

Donnez deux raisons qui expliquent pourquoi Roger et Sarah n'avaient pas aimé leurs anciens voisins. (Section 3)

Appropriate direct quotation OR correct manipulation acceptable.

Two of

- C'étaient des gens bruyants / Ils / les anciens voisins étaient bruyants..... 5 Marks
- Les / Leurs poubelles débordaient en permanence (de bouteilles vides)..... 5 Marks
- Ils garaient leurs voitures n'importe comment..... 5 Marks
- Ils négligeaient leur jardin..... 5 Marks
- dont les poubelles débordaient en permanence (de bouteilles vides)..... 4 Marks
- négligeaient leur jardin..... 4 Marks
- C'était sale en face..... 3 Marks

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

Citez l'expression qui montre que Roger n'était pas agité en arrivant chez les loups. (Section 4)

- (Moi,) j'étais tout à fait détendu..... 5 Marks
- Il était tout à fait détendu..... 4 Marks
- (Moi,) j'étais détendu..... 4 Marks
- Tout à fait détendu..... 4 Marks
- Il était détendu..... 3 Marks
- Moi, j'étais tout à fait..... tremblait un peu (whole sentence)..... 3 Marks

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

À quel moment Sarah a-t-elle voulu prendre un pas en arrière ? (Section 4)

Correct manipulation required.

- En apercevant les dents (affleusement pointues) du loup..... 5 Marks
- Quand elle a aperçu / vu les dents (affleusement pointues) du loup (or similar).... 5 Marks
- en apercevant les dents (affleusement pointues)..... 4 Marks
- Quand elle a vu le loup (or similar)..... 3 Marks
- Quand le loup a ouvert la porte (or similar)..... 3 Marks
- un (immense) loup (gris) en ouvrant brutalement la porte..... 2 Marks
- a demandé un (immense) loup (gris) en ouvrant brutalement la porte..... 1 Mark
- (Réprimant un mouvement de recul) en les apercevant, (Sarah a lancé d'une voix mal assurée)..... 1 Mark

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

Qu'est-ce qui démontre que Roger et Sarah étaient assez ivres en rentrant chez eux ? (Section 4)

Correct manipulation required.

- Ils ne marchaient pas tout à fait droit..... 5 Marks
- Nous ne marchions pas tout à fait droit..... 4 Marks
- Ils ne marchaient pas tout à fait droit parce que les deux loups n'avaient (pas) cessé de remplir leurs verres 4 Marks
- Nous ne marchions pas tout à fait droit parce que les deux loups n'avaient (pas) cessé de remplir nos verres 3 Marks
- Les deux loups n'avaient cessé de remplir leurs verres..... 3 Marks
- Les deux loups n'avaient cessé de remplir nos verres..... 2 Marks

6..... 5 + 5 Marks

How do Roger and Sarah react to the arrival of their new neighbours, the wolves? 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.

Roger:

- Thinks their furniture is ugly.
- Is curious to know who they are when he looks out the window.
- Thinks they can't be any worse than their previous neighbours.
- Is relaxed when approaching the house.

Etc., etc.

Sarah:

- Sniggers and says that they have bad taste.
- Is shocked on discovering that they are wolves.
- Decides to make a quiche as a welcoming gift for them.
- Is nervous when approaching the house.
- Recoils at the sight of the wolf's teeth.

Etc., etc.

Both:

- They were both curious about the new neighbours and their furniture.
- They were willing to go over to the wolves' house to welcome them to the neighbourhood.
- They had lots to drink with the wolves.
- They became great friends with the wolves, after that evening.

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; III, Q.2; IV, Q.1 & Q.4.

Section I (16 Marks)

1.

Where does Grégoire work?

- (In) a bakery / bread-shop..... 4 Marks

2.(a) & (b)

Give the two things that happened after an argument one Saturday night.

- His friend(s) left (without him)..... 4 Marks
- He had to walk / walked home / It took him (more than) three hours to walk home..... 4 Marks

3.

What does Grégoire say he is doing at the moment?

- Saving up to buy a car..... 4 Marks
- Saving..... 3 Marks
- Buying a car..... 0 Marks

Note: Incorrect object (e.g. motorbike) = minus 1 mark.

Section II (21 Marks)

1.(i)

How did Jeanne spend her childhood summers?

- Travelling..... 3 Marks
- In Europe..... 3 Marks
- With her family..... 3 Marks

1.(ii)

What did Jeanne do just before she left home?

- Left a (little) note..... 3 Marks

2.(a) & (b)

Give the two reasons why Jeanne was not successful at the start of her career.

- The other boats were big / bigger..... 3 Marks
- The other boats were too big..... 2 Marks
- Big boats..... 1 Mark

- She found it difficult to navigate / sail / steer in storms / gales / strong winds..... 3 Marks
- She found it difficult to navigate / sail / steer..... 2 Marks

3.(i)

What caused Jeanne to fall overboard one night?

- A (big) wave..... 3 Marks
- Waves..... 2 Marks

3.(ii)

Why was she very frightened when this happened?

- She was not wearing / didn't have her / a lifejacket / life vest..... 3 Marks
- She didn't have her / a lifebelt / lifebuoy / safety equipment..... 1 Mark

4.

Why does Jeanne like living near Marseille?

- She can swim / bathe in front of / near her home..... 3 Marks
- She can swim / bathe all year long / every day..... 3 Marks
- She can swim / bathe..... 2 Marks
- (It's) near the sea..... 1 Mark

Section III (18 Marks)

1.(i)

When does Daphné hope to launch her blog?

- (End of) next week..... 3 Marks
- Start of next week..... 1 Mark

1.(ii)

What kind of videos is Daphné going to put in her blog?

- (Videos about) hairstyling / hairdos..... 3 Marks
- Haircuts / haircutting..... 1 Mark

2.(a) & (b)

What two things does Simon say about the name of a blog?

- It should be easy to find (with / in a search engine)..... 3 Marks
- (It is) easy to find (with / in a search engine)..... 2 Marks

- It should make you want to click (on it)..... 3 Marks
- It makes you want to click (on it)..... 2 Marks

3.(i)

Why is Simon going to Greece at Easter?

- (For) his (best) friend's wedding..... 3 Marks
- (For) a friend's wedding..... 3 Marks
- (For) a wedding..... 2 Marks

Note: If wedding of incorrect person offered, award 0 marks.

3.(ii)

What else does he hope to do while he's there?

- (Take) diving lessons / (Go) diving..... 3 Marks
- (Take) lessons..... 1 Mark
- Give diving lessons..... 0 Marks

Note: If incorrect activity offered (e.g. sailing lessons), award 0 marks.

Section IV (21 Marks)

1.(a) & (b)

Give the two reasons why Chantal thinks her apartment is not luxurious.

- It's (only) 14 square metres..... 3 Marks
- It's small / not big..... 2 Marks

Note: If “square” omitted or incorrect number / unit of measurement offered, minus 1 Mark.

- She has to share the shower (with her neighbour on the same landing / floor)..... 3 Marks

Note: Accept “bathroom” as a synonym. “Room-mate” = minus 1 Mark.

2.

What does Chantal say about Paris at night?

- There are areas to avoid / One should avoid certain areas..... 3 Marks
- There are areas which are dangerous..... 2 Marks
- One should avoid Paris / it..... 0 Marks

3.(i)

Why is Guillaume very careful with money?

- Paris is one of the most expensive cities (in France)..... 3 Marks
- Paris is expensive / an expensive city..... 2 Marks
- Paris is the most expensive city (in France)..... 1 Mark

3.(ii)

Why does he find it quite easy to be organised in his apartment?

- He is used to doing household tasks / housework (since he was very young)..... 3 Marks
- He does household tasks / housework..... 1 Mark

4.(a) & (b)

Give (a) one advantage and (b) one disadvantage of living alone that Guillaume mentions.

(a)

- He can study quietly (at home / in his apartment)..... 3 Marks
- He can study (at home / in his apartment) without being disturbed..... 3 Marks
- He can study..... 2 Marks
- It's quiet / peaceful..... 1 Mark

(b)

- There is nobody (else) to fill the fridge (when it's empty)..... 3 Marks

Section V (4 Marks)

1.

What did one of the men do during the fight?

- Threw a pot / a jar (of jam) / some jam / some food (at the other man)..... 1 Mark

Note: If wrong food offered, award 0 marks.

2.(i)

At what time did this incident take place in Toulouse?

- (At) 11.45 (a.m.) / a quarter to twelve..... 1 Mark
- (At) a quarter to (12) noon / midday..... 1 Mark
- (At) 11.45 p.m. / a quarter to midnight / 23.45..... 0 Marks

2.(ii)

What did the armed man do?

- Took hostage(s)..... 1 Mark

3.

What are we told about certain museums in France?

- Have free admission on 1st Sunday of each month..... 1 Mark
- Have free admission on some Sundays / once a month..... 1 Mark
- Have free admission..... 0 Marks

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: *A mon avi nous ne faisons pas beaucoup des chose pour les san-abri. L'organisations comme St. Vincent de Paul font beaucoup*, don't underline or penalise *avi*, *beaucoup*, *fison*, *chose* or *san-abri*, as these are spelling mistakes. Do underline and penalise *l'* and *font* as these grammatical errors would be heard on a recording.

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 ghnáthrata 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

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