



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

**LEAVING CERTIFICATE 2011**

**MARKING SCHEME**

**FRENCH**

**HIGHER LEVEL**



# Leaving Certificate Examination 2011

## 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); 1(ii); 2(ii); 3 & 4(i).**

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

*Selon la première section, pour continuer leurs études, que font la plupart des jeunes ?*

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

- plus d'un jeune sur deux quitte le domicile de ses parents (afin de poursuivre ses études)..... 5 Marks
- La plupart des jeunes / Ils quittent le domicile / la maison de leurs parents (afin de poursuivre leurs études)..... 5 Marks
- la plupart des jeunes quitte le domicile de ses parents (afin de poursuivre ses études)..... 4 Marks

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

*Trouvez une difficulté que les étudiants peuvent rencontrer quand ils cherchent un logement.*

*(Section 1)*

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

**One of**

- (des) propriétaires peu enclins à louer aux étudiants..... 5 Marks
- (Un / Le) manque de confort de l'hébergement..... 5 Marks
- (il y a) de moins en moins de logements..... 5 Marks
- (Un / Le) manque de confort..... 4 Marks
- (Un / Le) manque d'hébergement / de logements..... 3 Marks
- (Des) propriétaires peu enclins à louer..... 3 Marks

**Note: If « certains en regretteraient ..... familial » included, minus 2 Marks for excess.**

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

*Citez la phrase qui veut dire « les choses sont carrément différentes après cinquante ans. »  
(Section 2)*

- Un demi-siècle plus tard, l'équation a nettement changé..... 5 Marks
- l'équation a nettement changé..... 3 Marks
- Un demi-siècle plus tard..... 1 Mark

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

*Qu'est-ce qui empêche le gouvernement de construire les logements prévus ? (Section 2)*

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

- Les tentatives se heurtent au manque de terrains disponibles..... 5 Marks
- Le / Un manque de terrains disponibles..... 5 Marks
- dans certaines grandes villes le potentiel de construction est très limité..... 5 Marks
- le potentiel de construction est très limité..... 4 Marks
- La situation reste tendue dans certaines grandes villes où le potentiel de construction est très limité..... 3 Marks

**Note: If « Mais atteindre cet objectif ..... disponibles » included, minus 2 Marks for excess.**

3..... 5 Marks

*Pour Christine, son hébergement chez Gabrielle a des aspects à la fois positifs et négatifs. Donnez-en un exemple, dans chaque cas. (Section 3)*

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

**Candidates may not be rewarded for more than one positive and one negative aspect. Answers must be on correct lines, i.e. positive aspect on *Positif* line and negative aspect on *Négatif* line. If both a positive and a negative aspect are offered on the same line, award 0 marks for that line.**

(a) *Positif:*

**One of**

- (Elle occupe) une grande chambre..... 5 Marks
- Son / L'appartement (est) bourgeois / un appartement bourgeois..... 5 Marks
- (Son / L'appartement est) proche de l'université..... 5 Marks
- (Sa / La chambre / Son / L'hébergement / Son / Le logement coûte) seulement 80 €  
par mois..... 5 Marks
- (Elle est heureuse de retrouver) un cadre de vie presque familial..... 5 Marks
- Elle occupe une grande chambre dans son appartement bourgeois, (proche de l'université,  
pour seulement 80 € par mois)..... 5 Marks
- Grande chambre..... 4 Marks
- appartement bourgeois..... 4 Marks
- cadre de vie presque familial..... 4 Marks
- une participation modique aux charges ..... 3 marks

**Note: Omission of « seulement » / « par mois »: minus 1 Mark.**

**Omission of « grande » / « bourgeois » = 0 Marks.**

(a) *Négatif:*

**One of**

- (Christine / Elle) doit être présente le soir entre 19 et 20 heures (, deux week-ends par mois et la moitié des vacances)..... 5 Marks
- (Christine / Elle) doit être présente deux week-ends par mois..... 5 Marks
- (Christine / Elle) doit être présente la moitié des vacances..... 5 Marks
- Sa liberté est un peu réduite..... 5 Marks
- (Christine / Elle) doit être présente le soir..... 2 Marks

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

*Qu'est-ce qui montre que la Citadelle à Arras était occupée dans le passé par des soldats ?  
(Section 4)*

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

- sur les murs, des panneaux « Défense d'entrer, bâtiment militaire »..... 5 Marks
- des panneaux « Défense d'entrer, bâtiment militaire »..... 4 Marks
- (« Défense d'entrer,) bâtiment militaire »..... 3 Marks
- (sur les murs) des panneaux..... 3 Marks
- d'anciennes résidences militaires ..... 3 Marks
- transformer d'anciennes résidences militaires en logements étudiants ..... 2 Marks
- Full sentence, i.e. "Une autre solution ..... logements étudiants" ..... 1 Mark

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

*Pour Julien, se déplacer la nuit posait un problème. Comment a-t-il trouvé une solution ?  
(Section 4)*

**Correct manipulation required.**

- Il a demandé aux propriétaires de lui prêter un vélo..... 5 Marks
- Il a emprunté un vélo aux propriétaires..... 5 Marks
- Il a emprunté un vélo..... 4 Marks
- Les propriétaires lui ont prêté un vélo..... 4 Marks
- Il a demandé un vélo aux propriétaires..... 4 Marks
- Les propriétaires lui ont donné un vélo..... 3 Marks
- Il a demandé un vélo..... 3 Marks
- (Il a trouvé) un vélo..... 2 Marks

**Note: If « elle » offered instead of « il », minus 1 Mark (once only).**

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

*Relevez une préposition dans la cinquième section.*

**One of**

- par ..... 5 Marks
- d' ..... 5 Marks
- dans..... 5 Marks
- à / À ..... 5 Marks
- de..... 5 Marks
- Pour..... 5 Marks
- en..... 5 Marks

**Note: Award 5 Marks or 0 Marks.**

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

*Dans la cinquième section, selon Jean-Baptiste Prévost,*

- (a) *les jeunes ont le droit d'aider les vieilles personnes*
- (b) *les mesures proposées par le gouvernement sont acceptables*
- (c) *les anciens conteneurs sont une mauvaise solution provisoire*
- (d) *les étudiants sont satisfaits des efforts de leur syndicat.*

- (c)..... 5 Marks



6..... 5+ 5 Marks

*The French government has proposed a number of imaginative solutions to the student accommodation problem. 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:**

- Intergenerational accommodation at reasonable rates.
- Transforming former military buildings into student accommodation.
- Accommodation on farms, e.g. Julien.
- Using old / disused containers as accommodation, e.g. in Le Havre.
- Using local authority / subsidised housing to accommodate students, e.g. in Amiens.

Etc., etc.

- Intergenerational accommodation can have drawbacks, e.g. restrictions on freedom / caring duties expected in return.
- Military buildings can retain many reminders of their former function.
- There can be travel difficulties for students accommodated on farms.
- According to Jean-Baptiste Prévost, accommodating students in old containers is degrading.
- Many of the solutions are of a temporary nature, but, according to Jean-Baptiste Prévost, they may continue to be used.

Etc., etc.

**Q.2 (60 marks)**

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

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

*Relevez la phrase qui montre que la maison de Goodrich était au bord de la mer. (Section 1)*

- La plage était tout près..... 5 Marks

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

*Citez l'expression qui indique que Goodrich n'habitait pas cette maison tous les jours. (Section 1)*

- (Garrett) Goodrich venait ici tous les week-ends..... 5 Marks
- venait ici tous les week-ends..... 4 Marks

**Note: If whole sentence « On était dimanche ..... week-ends » offered, minus 2 marks for excess.**

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

*Qu'est-ce qui suggère que Nathan pourrait entrer dans la maison sans être observé ? (Section 1)*

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

- Le premier voisin se trouvait à plus de cent mètres..... 5 Marks

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

*Comment Nathan a-t-il réagi, en voyant le chien ? (Section 2)*

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

- Il a reculé d'un pas / Il recula d'un pas..... 5 Marks
- Nathan / Il a senti / sentit une goutte de sueur glacée lui parcourir le dos..... 5 Marks
- Il a reculé / Il recula ..... 4 Marks
- une goutte de sueur glacée lui parcourir le dos..... 3 Marks
- Nathan / Il a eu peur..... 3 Marks

**Note: If « lui parcourir le dos » is not offered, minus 2 Marks.**

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

*Citez l'expression qui veut dire que Nathan a presque été saisi par le chien. (Section 2)*

- Le jeune homme parvint à l'éviter de justesse..... 5 Marks
- Le jeune homme parvint à l'éviter..... 4 Marks
- L'animal essaya de lui sauter au visage..... 3 Marks

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

*Relevez dans la troisième section un verbe à l'imparfait.*

**One of**

- était..... 5 Marks
- fallait..... 5 Marks
- gardait..... 5 Marks
- étaient..... 5 Marks

**Note: Minus 1 Mark for each extraneous element.**

**If an incorrect verb is offered = 0 Marks.**

**« s'était occupé » = 0 Marks.**

**« était plongée » = minus 1 Mark.**

**« étaient classés » = minus 1 Mark.**

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

*Quelle en serait la conséquence pour Nathan, si on le découvrait dans la maison ? (Section 3)*

**Correct manipulation required**

- (S'il se faisait prendre là / dans la maison,) il pourrait dire adieu à sa licence d'avocat..... 5 Marks
- (S'il se fait prendre là / dans la maison,) il pourra / peut dire adieu à sa licence d'avocat..... 5 Marks
- (dire) adieu à sa licence d'avocat..... 4 Marks
- (Si tu te fais prendre ici,) tu peux dire adieu à ta licence d'avocat ..... 4 Marks
- (S'il se faisait prendre là / dans la maison,) il pourrait dire adieu à sa licence..... 3 Marks
- (Si tu te fais prendre ici,) tu peux dire adieu à ta licence ..... 2 Marks
- (dire) adieu à sa licence..... 2 Marks

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

*Décrivez exactement ce que Nathan a fait tomber dans la pièce. (Section 3)*

**Correct manipulation required.**

- (Il a fait tomber / a renversé / renversa) la moitié de la / d'une pile de documents / dossiers (de 1982)..... 5 Marks
- (Il a fait tomber / a renversé / renversa) la moitié des documents / dossiers de 1982..... 5 Marks
- (Il a fait tomber / a renversé / renversa) la moitié des documents / dossiers ..... 4 Marks
- Il a fouillé / Il fouilla dans la / une pile de documents avec tant d'empressement qu'il en a renversé la moitié..... 3 Marks
- (Il a fait tomber / a renversé / renversa) des documents / dossiers..... 3 Marks
- (Il a fait tomber / a renversé / renversa) la / une pile de / les documents..... 1 Mark

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

*D'après la quatrième section, Nathan*

- (a) *était assez troublé en lisant le vieux cahier*
- (b) *cherchait un document sur la famille de Goodrich*
- (c) *avait eu un accident dans la cour de la maison*
- (d) *voulait rencontrer Goodrich aussitôt que possible.*

- (a)..... 5 Marks

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

*Comment Nathan s'est-il rendu compte qu'il n'était plus seul dans la maison ? (Section 4)*

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

- Quelqu'un / On a allumé / alluma une lumière dans le bureau ..... 5 Marks
- Quelqu'un / On a allumé / alluma une lumière..... 4 Marks
- une lumière dans le bureau..... 2 Marks
- une lumière..... 1 Mark

6..... 5 + 5 Marks

*Nathan is a cool, calculating person. Do you agree? (Two points, about 50 words in total.)*

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

**Any two of the following points**

- He decides to take advantage of Goodrich's absence to break into the house.
- He weighs up the risks of being observed, carefully looking around him / noting neighbours are a distance away.
- He calculates the best way to get into the house, i.e. via the garage roof and balcony.
- He was fully aware that he was breaking the law, yet he carries on.
- He fully realises the consequences of being caught, i.e. losing his lawyer's licence, but still continues.
- He knew that care and speed were essential to avoid being caught once he got into the house.

Etc., etc.

- When the dog appears he loses his cool, begins to sweat, steps back and kicks the dog.
- His frantic efforts to find what he wanted and the knocking over of the documents suggest impatience, even panic.
- He becomes completely absorbed in what he finds, unaware of the cold or of the car arriving.
- His trembling hands and fast-beating heart suggest his excited reaction to what he was reading.

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

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



## 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 10% 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: Section I, Q.2.; Section II, Q.2.(i) & 4.; Section III, Q.2.; Section IV, Q.3.

### Section I (12 Marks)

1.

*Give one reason why Sylvain likes country life.*

**One of**

- (The) silence..... 3 Marks
- (The) space..... 3 Marks

2.(a) & (b)

*Why is Roselyn happier now? (Two reasons)*

**Two of**

- (She has made) lots of (new) friends / new friends..... 3 Marks
- (She has) made friends..... 3 Marks
- (She likes) going out to clubs / discos every Friday (night)..... 3 Marks
- going out to clubs / discos ..... 2 Marks
- going out every Friday (night)..... 2 Marks
- friends ..... 2 Marks
- going out to incorrect place, e.g. pub, etc. on Friday (night) ..... 1 Mark
- going out..... 1 Mark
- going out to incorrect place, e.g. pub, etc. .... 0 Marks

**Note: Incorrect night, minus 1 Mark.**

3.

*Why does Émile dislike living in Strasbourg?*

- (Too much) noise / traffic..... 3 Marks

**Section II (21 Marks)**

1.

*Why did Jérémy leave school at seventeen?*

- (He wanted) to do an apprenticeship / to be an apprentice..... 3 Marks

**2.(i) (a) & (b)**

*Give the two reasons why Jérémy found it difficult to get an interesting job.*

**Two of**

- (He) does not speak English..... 3 Marks
- (He has) no qualification(s)..... 3 Marks
- (He has) poor English ..... 2 Marks
- (He has) poor / insufficient qualifications..... 2 Marks

**Note: Incorrect language = 0 Marks.**

**2.(ii)**

*Why was Jérémy depressed?*

- (He had a lot of) difficulty paying his / the rent..... 3 Marks
- (He) could not pay his / the rent..... 2 Marks
- (He) had difficulty paying.....e.g. his way / debts, etc..... 1 Mark

3.

*What exactly did Jérémy's friend tell him?*

- An advertising agency was going to open / has opened in his area..... 3 Marks
- An advertising agency was going to open / has opened..... 2 Marks
- An agency was going to open / has opened in his area ..... 2 Marks
- An agency was going to open / has opened..... 1 Mark

**Note: If incorrect agency, e.g. “travel agency” offered, minus 1 Mark.**

**If “publicity” offered instead of “advertising”, minus 1 Mark.**

4.(a) & (b)

*Give two things that Jérémy's new boss is saying about him.*

**Two of**

- (He's) lazy..... 3 Marks
- (He was) impolite / rude to (a / an) (important) customer(s) / client(s).....3 Marks
- (He was) impolite / rude..... 2 Marks

**Section III (18 Marks)**

**1.(i)**

*What is Christophe unwilling to do?*

- Go (back) home (immediately)..... 3 Marks

**1.(ii)**

*Why, according to Christophe, is his sister Catherine angry?*

- He took her (new) car without permission (while she was in Paris)..... 3 Marks
- He took her (new) car..... 2 Marks

**2.(a) & (b)**

*According to Christophe, how did the accident happen? (Two details)*

**Two of**

- (He) didn't notice a lorry (on a roundabout) ..... 3 Marks
- (He) braked too late..... 3 Marks
- (He) didn't notice a vehicle (on a roundabout)..... 2 Marks
- (He) hit a lorry (on a roundabout)..... 1 Mark
- (He) braked..... 0 Marks

**Note: Incorrect vehicle = 0 marks.**

**If “stopped” offered instead of “braked”, minus 1 Mark.**

**3.(i)**

*What has Catherine already done?*

- (She has) left a furious / angry message on his mobile / phone..... 3 Marks
- (She has) left a furious / angry message..... 2 Marks
- (She has) left a message on his mobile / phone..... 2 Marks
- (She has) left a message..... 1 Mark

**Note: Accept text / SMS.**

**3.(ii)**

*What, according to Christophe, is the best thing to do?*

- Give Catherine / her time to calm down (first)..... 3 Marks
- Let / allow Catherine / her calm down..... 3 Marks
- Give Catherine / her time..... 2 Marks
- Leave Catherine / her alone..... 1 Mark

**Section IV (21 Marks)**

**1.(i)**

*What did Claudie do during a childhood fight?*

- (She resisted to the point that she) broke her brother's arm..... 3 Marks
- (She) resisted to the point that he broke his arm..... 2 Marks
- (She) resisted..... 1 Mark
- Her brother broke his arm..... 1 Mark
- She broke her arm..... 0 Marks

**Note: If “his” offered instead of “her brother’s”, minus 1 Mark.**

**Incorrect limb, etc., minus 2 Marks. Incorrect person = 0 Marks.**

**1.(ii)**

*What was Claudie’s career choice, when she was twelve?*

- (P.E. / Games / Sports) teacher..... 3 Marks

**Note: If incorrect subject offered, minus 1 Mark. “Professor” = 0 Marks.**

**2.(i)**

*When did Claudie first think of becoming an astronaut?*

- When she saw man take his first steps on the moon ..... 3 marks
- When she saw the first moonwalk ..... 3 Marks
- When she saw the first man on the moon / the first moon landing..... 3 Marks

**Note: If words “when she saw” are omitted, minus 1 mark.**

**If word “first” omitted, minus 1 mark.**

**2.(ii)**

*What did she realise at the press conference?*

- (That) she was the only woman astronaut (among the 7 astronauts) there / in the room  
..... 3 Marks
- (That) she was the only woman astronaut..... 1 Mark
- (That) she was the only woman there..... 0 Marks

**3.(a) & (b)**

*Give two reasons why, according to Claudie, a space flight is an incredible experience.*

**Two of**

- One discovers / sees the beauty of our planet / Earth..... 3 Marks
- One orbits / goes round the planet / Earth in 90 minutes..... 3 Marks
- One sees the sun rise 16 times a day..... 3 Marks
- One discovers / sees our planet / Earth..... 2 Marks
- One orbits / goes round the planet / Earth..... 2 Marks
- One sees the sun rise..... 1 Mark
- One sees the sun 16 times a day..... 1 Mark

**Note: If “ground” / “world” is used instead of “Earth”, minus 1 Mark.**

**Incorrect number, minus 1 Mark in each case.**

**4.**

*What is Claudie convinced of?*

- There are lots of openings / opportunities / jobs for women / girls (today)..... 3 Marks
- There are lots of openings / opportunities / jobs ..... 2 Marks

**Section V (8 Marks)**

**1.**

*Why did the young man attack the other passenger on the train?*

- The passenger / He (had) asked him to stop smoking (in the compartment / carriage / on the train)..... 2 Marks
- He was smoking..... 1 Mark

**2.**

*How many travellers will the new car-ferry hold?*

- 2,400 / Two thousand four hundred..... 2 Marks

**3.(i)**

*Where was the little boy found?*

- On the roadside..... 2 Marks
- On the road..... 1 Mark

**3.(ii)**

*Why didn't his parents know that he had gone missing?*

- They were picking / gathering / collecting mushrooms..... 2 Marks

**Incorrect vegetable / fruit = 0 Marks.**

**Incorrect verb, e.g. “planting” / “smoking” = 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:

If the candidate writes: *Je vien d'avoir un grande surpris. Cette matin j'ai achetée un billet pour la loterie et j'ai gagnée 10,000 euros*. The mistakes to be underlined here are “un” and “cette” as these are grammar mistakes. “Surpris” is a misspelt word, while “vien”, “achetée” and “gagnée” would not be picked up on a C.D.

## APPENDIX 2



# Coimisiún na Scrúduithe Stáit

### *Marcanna Breise as ucht freagairt trí Ghaeilge*

Léiríonn an tábla thíos an méid marcanna breise ar chóir a bhronnadh ar iarrthóirí a ghnóthaíonn thar 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthráta 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 na hábhair a leanas:

- **French – Higher Level**

**Iomlán: 300      Gnáthráta: 5%**

Bain úsáid as an ghnáthráta 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



