



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2018

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 2018

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) & 4(i).

1.(i) 5 Marks

Quelle est la profession de Denis Roger ? (Section 1)

Appropriate direct quotation OR correct manipulation acceptable.

One of:

- (Il est) médecin (généraliste).....5 Marks
- (Il est) généraliste.....5 Marks
- Un médecin (généraliste).....5 Marks
- Un généraliste.....5 Marks
- La médecine (générale / diversifiée)5 Marks
- Il est un généraliste4 Marks
- (Une) médecine (générale / diversifiée)4 Marks

1.(ii) 5 Marks

Relevez l'expression qui indique que Denis Roger a l'intention de prendre sa retraite dans douze mois (Section 1)

- je compte lâcher mon stéthoscope d'ici un an.....5 Marks
- je compte lâcher mon stéthoscope3 Marks
- Compte lâcher mon stéthoscope d'ici un an3 Marks
- Lâcher mon stéthoscope d'ici un an2 Marks
- Compte lâcher mon stéthoscope.....2 Marks
- Lâcher mon stéthoscope.....1 Mark
- D'ici un an.....0 Marks
- (mon) stéthoscope0 Marks

Note:

- Inclusion of *J'ai 65 ans et* = Minus 2 Marks

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

Comment sait-on qu'au passé Saint-Brisson était un village prospère ? (Section 2)

Correct manipulation required.

- (Avant / Au passé / Autrefois), ils avaient / il y avait deux marchands de vin, des boulangeries et (même) trois épiceries5 Marks
- (Avant,) nous avons deux marchands de vin, des boulangeries et (même) trois épiceries..4 Marks
- (Avant / Au passé / Autrefois) ils avaient / il y avait deux marchands de vin, des boulangeries.....3 Marks
- (Avant,) nous avons deux marchands de vin, des boulangeries.....2 Marks
- (Avant / Au passé / Autrefois) ils avaient / il y avait deux marchands de vin2 Marks
- (Avant,) nous avons deux marchands de vin1 Mark

➤ **Note: Accept any correct use of a past tense
Present tense = Minus 1 Mark**

- Aujourd'hui il n'y a plus qu'un boulanger ambulant (qui livre du pain trois fois par semaine)1 Mark
- Pour faire le moindre achat, il faut aller à la ville la plus proche (à une quinzaine de kilomètres).1 Mark

2.(ii) 5 Marks

D'après Joseph, dans quelle situation paradoxale se trouve-t-il ? (Section 2)

Correct manipulation required.

- Il vit / habite au centre du bourg / village, mais il est coupé du monde5 Marks
- Je vis au centre du bourg, mais je suis coupé du monde4 Marks

3.(i) 5 Marks

Qu'est-ce qu'on apprend sur Séverine ? (Section 3)

- Elle a deux emplois dans le village (Second answer)5 Marks

Note:

- **If candidate clearly identifies / highlights correct answer, without using a tick = 5 marks**
- **If more than one answer offered = 0 marks**

3.(ii) 5 Marks

Trouvez dans la troisième section un verbe à l'imparfait

One of:

- voulions5 Marks
- avait5 Marks
- était5 Marks

Note:

- **Award 5 Marks or 0 Marks**

4.(i) 5 Marks

Qu'est-ce que les imprimantes 3D dans le laboratoire à Lormes produisent ? (Section 4)

Appropriate direct quotation OR correct manipulation acceptable.

- (Les imprimantes 3D / Elles fabriquent / produisent) des sculptures en plastique ..5 Marks
- (Les imprimantes 3D / Elles fabriquent / produisent) des sculptures3 Marks
- (Ici,) des imprimantes (3D) sont justement en train de fabriquer des sculptures en plastique (Full sentence)2 Marks
- Des enfants viennent se faire scanner et après six heures les sculptures sont prêtes1 Mark

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

Comment les habitants s'adaptent-ils au signal faible pour leurs portables ? (Section 4)

Correct manipulation required.

- (Pour réussir à envoyer un SMS,) ils doivent (parfois) tendre le bras ou aller dans une autre pièce5 Marks
- (Pour réussir à envoyer un SMS,) nous devons (parfois) tendre le bras ou aller dans une autre pièce4 Marks

- (Pour réussir à envoyer un SMS,) ils doivent (parfois) tendre le bras3 Marks
- (Pour réussir à envoyer un SMS,) nous devons (parfois) tendre le bras2 Marks

- (Pour réussir à envoyer un SMS,) ils doivent (parfois) aller dans une autre pièce....3 Marks
- (Pour réussir à envoyer un SMS,) nous devons (parfois) aller dans une autre pièce2 Marks
- Tendre le bras ou aller dans une autre pièce3 Marks

- Ils tendent le bras.....3 Marks
- Ils vont dans une autre pièce3 Marks
- Tendre le bras / aller dans une autre pièce1 Mark

5.(i) 5 Marks

Pour Marie-Claire, quel est l'avantage d'un visio-guichet ? (Section 5)

Correct manipulation required.

- (Face à un écran,) elle peut parler à de vrais conseillers (de la Sécurité Sociale), installés dans leurs bureaux, (parfois) à plus d'une heure de route.....5 Marks
- (Face à un écran,) je peux parler à de vrais conseillers (de la Sécurité Sociale), installés dans leurs bureaux, (parfois) à plus d'une heure de route4 Marks
- (Face à un écran,) elle peut parler à de vrais conseillers (de la Sécurité Sociale), (parfois) à plus d'une heure de route.....3 Marks
- (Face à un écran,) je peux parler à de vrais conseillers (de la Sécurité Sociale), (parfois) à plus d'une heure de route2 Marks
- (Face à un écran,) elle peut parler à de vrais conseillers (de la Sécurité Sociale), installés dans leurs bureaux.....3 Marks
- (Face à un écran,) je peux parler à de vrais conseillers (de la Sécurité Sociale), installés dans leurs bureaux....2 Marks
- (Face à un écran,) elle peut parler à de vrais conseillers (de la Sécurité Sociale)... ..2 Marks
- (Face à un écran,) je peux parler à de vrais conseillers (de la Sécurité Sociale).....1 Mark
- Parler à de vrais conseillers (de la Sécurité Sociale)1 Mark

5.(ii) 5 Marks

Citez l'expression qui illustre l'impopularité du visio-guichet (Section 5)

- (Malheureusement) en 2016, il n'y a eu que seulement dix-sept utilisations du visio-guichet5 Marks
- (Malheureusement) en 2016, il n'y a eu que seulement dix-sept utilisations3 Marks
- (il n'y a eu que) seulement dix-sept utilisations du visio-guichet2 Marks
- (il n'y a eu que) seulement dix-sept utilisations1 Mark

Note:

- **Inclusion of *Mais* = Minus 1 Mark**

6 5 + 5 Marks

Life in rural France is very challenging. Do you agree? (Two points, about 50 words in total.)

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

Any two of:

Agree:

- There is an ageing / declining population
- There is a shortage of doctors / public services
- Shops / businesses are closing down
- There are bread deliveries only three days per week
- People have to travel to nearby towns (15km away) to shop
- People feel isolated and abandoned
- There is unemployment
- Properties are not selling and no new residents are moving there
- There is no money for community projects
- Mobile coverage is poor
- The *visio-guichet* is not being used much
- Have to speak to officials by *visio-guichet* / video link. Etc., etc.

Disagree:

- The doctor is happy there
- There are bread deliveries three days per week
- There's a high-tech industry / *fablab* in Lormes
- There's a high quality internet service
- There are interactive *visio-guichets* in 15 villages
- People don't want to let go of the old way of life. Etc., etc.

Q.2 (60 marks)

Appropriate direct quotation OR correct manipulation acceptable in Qs. 1(i), 1(ii), 2(i), 3(i), 4(ii) & 5(i).

1.(i) 5 Marks

Pourquoi Louise a-t-elle décidé d'emmener les enfants au parc ? (Section 1)

Appropriate direct quotation OR correct manipulation acceptable.

- (Comme / Parce qu') il faisait (toujours) chaud et lumineux.....5 Marks
- Un mercredi,au parc (Full sentence)3 Marks
- (Comme / Parce qu') il faisait (toujours) chaud / lumineux2 Marks

Note:

- **Inclusion of *Un mercredi à la fin de septembre* = minus 1 Mark**
- **Inclusion of *Louise a décidé encore une fois d'emmener Mila et Adam au parc* = Minus 1 Mark**
- **Present tense: Minus 1 Mark**

1.(ii) 5 Marks

Une fois dans la rame du métro, que veulent faire les enfants ? (Section 1)

Appropriate direct quotation OR correct manipulation acceptable.

- S'asseoir contre la vitre, et faire semblant de conduire le train5 Marks
- S'asseoir contre la vitre.....3 Marks
- Faire semblant de conduire le train3 Marks
- Et faire semblant de conduire le train2 Marks
- Puis ils se jetteraient...le train (Full sentence)1 Mark

Note:

- **Inclusion of *tout ça pour* = Minus 1 Mark**

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

Qu'est-ce que Louise fait pour s'assurer que les enfants s'amuse bien dans le parc ?

Appropriate direct quotation OR correct manipulation acceptable.

One of :

- (Dans le parc) Louise / Elle leur offre des glaces et des ballons5 Marks
- (Dans le parc) Louise / Elle leur offre des glaces / des ballons.....3 Marks
- Des glaces et des ballons2 Marks
- Des glaces / des ballons1 Mark
- Glaces et ballons1 Mark
- Glaces / Ballons0 Marks

- (Dans le parc) Louise / Elle les prend en photo, couchés sur un tapis de
feuilles (mortes)5 Marks
- Couchés sur un tapis de feuilles (mortes).....2 Marks
- (Dans le parc) Louise / Elle les prend en photo1 Mark

- (Dans le parc) Louise / Elle a un pique-nique (pour eux) (or similar)5 Marks
- Ils s'installent sur l'herbe pour pique-niquer.....5 Marks
- Pique-niquer / un pique-nique.....5 Marks

Note:

- **Accept past tense**

2.(ii) 5 Marks

Citez l'expression qui montre que Louise est sur le point de pleurer. (Section 2)

- les larmes lui montent aux yeux5 Marks
- Et les larmes lui montent aux yeux4 Marks
- Elle ne répond pas et les larmes lui montent aux yeux (Full sentence)3 Marks
- Les larmes lui montent.....2 Marks
- Et les larmes lui montent1 Mark
- les larmes1 Mark

3.(i) 5 Marks

Pourquoi Louise croit-elle qu'elle tombera ? (Section 2)

Appropriate direct quotation OR correct manipulation acceptable.

- (Parce que) ses genoux se mettent à faiblir (et alors elle sent que dans un instant elle chutera par terre).....5 Marks
- (Parce qu') elle se sent faible4 Marks

3.(ii) 5 Marks

Dans la troisième section, que fait Louise ?

- Elle devient tendre envers Mila...(Third answer).....5 Marks

Note:

- **If correct answer clearly identified / highlighted, without using a tick = 5 Marks**
- **If more than one answer offered = 0 Marks**

4.(i) 5 Marks

Trouvez dans la troisième section un adjectif au féminin singulier

One of:

- âgée 5 Marks
- folle 5 Marks
- petite 5 Marks
- seule 5 Marks
- sûre 5 Marks
- sa 5 Marks
- ma 5 Marks

Note:

- **Any extraneous element = 0 Marks**

4.(ii) 5 Marks

Que fait Mila quand la femme finit de parler ? (Section 3)

Appropriate direct quotation OR correct manipulation acceptable.

- Mila / Elle échappe à la femme et se jette contre (les jambes de) Louise 5 Marks
- Mila / Elle échappe à la femme 3 Marks
- Mila / Elle se jette contre (les jambes de) Louise 3 Marks
- Mila / Elle échappe à la femme et se jette contre (les jambes de) Louise qui se penche vers elle et la soulève (Full sentence) 3 Marks

5.(i) 5 Marks

Qu'est-ce qui pacifie la femme ? (Section 4)

Appropriate direct quotation OR Correct manipulation required.

One of :

- En voyant Mila dans les bras de Louise, la femme se calme (Full sentence)5 Marks
- (Quand elle voit / a vu) Mila dans les bras de Louise (or similar).....5 Marks
- En voyant Mila dans les bras de Louise4 Marks

5.(ii) 5 Marks

Identifiez le mot qui veut dire « a de la gratitude » (Section 4)

- reconnaissante5 Marks

Note:

- **Any extraneous element = 0 Marks**

6 5 + 5 Marks

Louise is a good child-minder. Do you agree? (Two points, about 50 words in total.)

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

Any two of:

Agree:

- She organises a trip to the park
- She doesn't allow a stranger to help with the buggy at the station
- She is careful not to let the children run on the station platform
- She allows them to play on the metro
- She gives the children lots of treats
- She lets them play on the dead leaves
- She takes photos of the children when they are happy
- She organises a picnic
- She lets the children have a sleep after eating
- She reacts quickly / frantically when Mila is not to be seen
- She consoles Mila after the incident with the woman in the park
- She is grateful to the woman for looking after Mila
- Mila clearly loves Louise. Etc., etc.

Disagree:

- She allows them to fool around in the metro
- She spoils the children / buys them ice cream
- She falls asleep when she should be looking after the children
- She doesn't see Mila going away
- She panics when Mila is not to be seen
- She scolds Mila when she finds her with the woman. 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.

Section I (12 Marks)

1.

What will happen tomorrow evening?

One of:

- (Big / pool) party for (the / her) class at a friend's / Jean-Luc's.....3 Marks
- (Big / pool) party after the exams at a friend's / Jean-Luc's.....3 Marks
- (Big / pool) party for the class.....2 Marks
- (Big / pool) party after the exams.....2 Marks
- (Big / pool) party at a friend's / Jean-Luc's2 Marks
- (There will be a big / pool) party.....1 Mark

2. (a) & (b)

Give two details of the music festival in Marseille that Amélie and her friends will be attending at the weekend.

Two of:

- (It's) on Saturday3 Marks
- (It's) in the open air / outdoors.....3 Marks
- (It's) free.....3 Marks
- Lots of famous groups / bands (playing / appearing there)3 Marks
- Famous groups / bands (playing / appearing there)2 Marks
- Lots of groups / bands (playing / appearing there)2 Marks
- Bands / groups (are playing / appearing)1 Mark

Note:

- ***Celebrity / celebrities must be clearly linked to bands / playing***

3.

Give one detail of Amélie's future plans.

One of:

- (Next week she'll) buy (new) clothes (for her holidays)3 Marks
- Shopping for her holidays / Spain3 Marks
- Shopping1 Mark

- (She's) going away / on holiday / to Spain / for two weeks3 Marks
- (She's) going away.....3 Marks
- (She's going on) holiday3 Marks
- (She's) going to Spain.....3 Marks
- Spain.....1 Mark

Section II (21 Marks)

1.

What dishes did Gilles prepare for his family?

- Roast chicken and lemon pie / tart3 Marks
- Roast chicken and pie / tart3 Marks
- Chicken and lemon pie / tart3 Marks
- Roast chicken2 Marks
- Lemon pie / tart2 Marks
- Chicken and pie / tart.....2 Marks
- Chicken / Roast.....1 Mark
- Tart / pie.....1 Mark

2. (i)

Where did Gilles go at the age of eighteen?

- Catering college / Cookery college / Hotel management college / Hotel school.....3 Marks
- School / College.....0 Marks

2. (ii)

What did the teacher organise for the students?

- Placements / Courses / Work experience / Internships / In service / Training in restaurants in France / French restaurants.....3 Marks
- Placements / Courses / Work experience / Internships / In service / Training in restaurants2 Marks
- Placements / Courses / Work experience / Internships / In service / Training.....1 Mark
- Work in French restaurants1 Mark
- Work in restaurants0 Marks

➤ **Note: stage = Minus 1 Mark**

3. (a) & (b)

Write down the two things Gilles says about the boss of the restaurant in Lyon.

- (He) gave him lots of responsibility / responsibilities.....3 Marks
- Lots of responsibility / responsibilities1 Mark

- (After a year he) asked him to open a (new) restaurant in Moscow / Russia3 Marks
- (After a year he) asked him to open a (new) restaurant2 Marks
- (After a year he) open(ed) a (new) restaurant1 Mark
- (After a year he) asked him to go to Moscow / Russia1 Mark

4. (a) & (b)

Identify the two difficulties that Gilles faced.

- The cooks / chefs / cooking staff / kitchen staff hadn't a lot of experience / lacked experience3 Marks
- The cooks / chefs / cooking staff / kitchen staff had no experience1 Mark
- Lack of experience1 Mark
- No experience0 Marks

Note:

- **Waiters = 0 Marks**
- **Answers suggesting that Gilles lacked experience / had no experience = 0 Marks**

- Getting (the) produce / products / food supplies from Europe regularly3 Marks
- Getting (the) produce / products / food supplies from Europe2 Marks
- Getting (the) produce / products / food supplies.....0 Marks

Section III (18 Marks)

1. (a) & (b)

According to Nathalie, what has happened in recent months?

- She changed school.....3 Marks

- She is / They are living in / She has / They have moved to (a bakery in) another area3 Marks
 - She is / They are living in a bakery.....1 Mark
 - She / They moved1 Mark

- Her parents bought a bakery in another area3 Marks
 - Her parents bought a bakery2 Marks

➤ **Note: *boulangerie* = Minus 1 Mark**

2. (a) & (b)

State one advantage and one disadvantage that Nathalie mentions.

Advantage:

- (There's) a fairly big apartment on 1st floor3 Marks
 - The apartment is attached to the bakery3 Marks
 - (There's) an apartment on 1st floor2 Marks
 - (There's) a fairly big apartment2 Marks
 - (There's) an apartment1 Mark
- **Note: *boulangerie* = Minus 1 Mark**
- (There's) less noise / (It's) quieter3 Marks
 - (It's) quiet2 Marks
 - (One really) feels safe / secure3 Marks
 - Safe / safety / secure / security1 Mark

Disadvantage:

- (She) misses her (old) friends3 Marks
- (Her old) friends miss her0 Marks
- Public transport (is poor)3 Marks
- Transport (is poor)1 Mark

3. (i)

On what evenings does David normally visit his grandparents?

- Monday(s) and Thursday(s)3 Marks
- Monday(s) / Thursday(s)1 Mark

Note:

- **Any incorrect day included = 0 Marks**

3. (ii)

What does David do to help them?

- Takes out / Puts out the bins3 Marks

Section IV (21 Marks)

1.

How does Bruno help his parents during the week? (Two details)

- (With the / Does the) housework / household chores3 Marks
- Cleans / Tidies (up) the house / chores2 Marks
- Cleans / Tidies (up).....1 Mark

- Minds / Looks after / babysits his (little / younger) brother3 Marks
- Babysits2 Marks
- Puts his brother to bed0 Marks

➤ **Note: Babysits wrong person – Award 1 Mark**

2. (i)

Identify one job Bruno does in his workplace.

One of:

- (Works at / on) the checkout / till / cashier.....3 Marks
- Stacks / Tidies / Organises the shelves3 Marks
- The shelves.....2 Marks
- Tidies 1 Mark

2. (ii)

When does Bruno hope to buy a car?

- As soon as / When he has his (driving) licence3 Marks

3.

How much money does Isabelle get from her father?

- 35 Euro per week3 Marks
- 35 Euro1 Mark

Note:

- **Incorrect figure = 0 Marks**

4.

Give details of two things Isabelle likes to buy

- (Nice) Christmas presents (for all the family)3 Marks
- (Nice) presents for all the family.....3 Marks
- Nice presents.....3 Marks
- Presents.....1 Mark

- Make-up / Beauty products (for herself)3 Marks

- (Mobile phone) credit3 Marks

Section V (8 Marks)

1.

How many households have lost their electricity supply?

- 200,000 / Two hundred thousand2 Marks

2. (i)

What has caused the bed shortage in the hospital in Calais?

- A flu epidemic2 Marks
- Flu / An epidemic1 Mark

Note:

- **Incorrect illness (e.g. measles epidemic) = 0 Marks**

2. (ii)

How will the problem be resolved?

- Patients will be transferred to other hospitals (in the north of France)2 Marks
- Patients will be transferred.....1 Mark
- They will be transferred to other hospitals1 Mark

3.

State one penalty that is being imposed on the graffiti artist.

One of:

- (Must) pay for the cleaning / clean-up2 Marks
- (Must) pay1 Mark
- (Must follow / do) a citizenship course / class2 Marks
- He must clean it up / pay a fine0 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:

- a recorded version of written work.
- 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 as a recording. 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, 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 recording.

Example 3:

In Production Écrite, if the candidate writes: *Il faut amelioré les transport en commune. Les jeunes qui habitons à la campange ne rencontrer ses amis le week-end ou pendent les vacance parce qu’il n’y a pas des autobus pour allé au ville*. Do not underline or penalise *transport, commune, campange, pendent* or *vacance* as these are spelling errors. Do not underline or penalise *amelioré* or *allé* as these grammar errors would not be picked up on a recording. No penalty for any accent errors. Do underline/penalise *habitons, rencontrer, ses, des* and *au* as these are grammar mistakes and are audible.

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 níos mó ná 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthrata a bhronnadh ar iarrthóirí nach ghnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bóonais sin a **shlánú síos**.

Tábla 300 @ 5%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 300 marc san iomlán ag gabháil leo agus inarb é 5% gnáthrata an bhónais.

Bain úsáid as an ngnáthrata i gcás 225 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
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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