



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2017

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 2017

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. 2(i), 2(ii), 3(i) and 4(ii).

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

Pendant quelle période le nombre de touristes étrangers à Paris a-t-il baissé ? (Section 1)

- Entre janvier et août (2016, le nombre de touristes étrangers à Paris a diminué de 13%) 5 Marks
- (Pendant) janvier et août 3 Marks
- Janvier / août / 2016 1 Mark

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

Citez les événements dramatiques qui, selon Valérie, ont contribué au manque de touristes étrangers à Paris. (Section 1)

- Les attentats terroristes et les manifestations violentes 5 Marks
- Les attentats terroristes et les manifestations 4 Marks
- Les attentats et les manifestations violentes 4 Marks
- Les attentats terroristes..... 3 Marks
- Les attentats et les manifestations 3 Marks
- Les manifestations violentes 3 Marks
- Les attentats..... 2 Marks
- Les manifestations..... 2 Marks

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

Selon la deuxième section, comment reconnaîtra-t-on facilement 'les volontaires du tourisme' ?

Appropriate direct quotation OR correct manipulation acceptable.

One of:

- Les / ces jeunes (étudiants) / ils seront revêtus d'un blouson violet..... 5 Marks
- Comme ces jeunes étudiants seront revêtus d'un blouson violet, ils seront aisément reconnaissables (Full sentence)..... 5 Marks
- Ils porteront sur leur tenue / le blouson un message : *Puis-je vous aider ?* 5 Marks
- (Revêtus d'un) blouson violet..... 4 Marks
- Le blouson violet..... 4 Marks
- Portant sur leur tenue un message : *Puis-je vous aider ?* 4 Marks
- Ils porteront sur leur tenue / le blouson un message 3 Marks
- Le blouson..... 3 Marks
- Les / ces jeunes (étudiants) / ils seront revêtus d'un blouson..... 2 Marks
- Portant sur leur tenue un message 2 Marks
- (Revêtus d'un) blouson..... 1 Mark

Note: Accept present tense.

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

Quand est-ce que les 'volontaires' seront prêts à commencer leur travail ? (Section 2)

Appropriate direct quotation OR correct manipulation acceptable.

One of:

- Pour les fêtes de fin d'année 5 Marks
- Pour les fêtes de la fin de l'année 5 Marks
- Deux cents étudiants seront recrutés et formés pour les fêtes de fin d'année (Full sentence)..... 3 Marks
- Pour la fin d'année / la fin de l'année..... 3 Marks
- (La) fin d'année / (la) fin de l'année 2 Marks
- Pour les fêtes 1 Mark
- Bientôt / Noël / (le) Nouvel An / (le) Réveillon..... 1 Mark

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

En quoi les Français sont-ils faibles par rapport à plusieurs pays européens ? (Section 3)

Appropriate direct quotation OR correct manipulation acceptable.

One of:

- (En ce qui concerne) la maîtrise de l'anglais..... 5 Marks
- (En ce qui concerne l') / (En) / (L') anglais 5 Marks
- La France est 23e sur 28 (en Europe) en ce qui concerne (la maîtrise de) l'anglais . 5 Marks
- (La pratique des) langues étrangères..... 4 Marks

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

Selon la troisième section, le conseil régional

- (a) *installera des panneaux de signalisation supplémentaires*
- (b) *traduira des pièces de théâtre pour les touristes étrangers*
- (c) *interdira la nouvelle technologie sur les sites touristiques*
- (d) *embauchera plus de personnes dans les hôtels et les restaurants.*

- (a) 5 Marks

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

Trouvez l'expression qui veut dire « combattre la criminalité de chaque jour ». (Section 4)

- Lutter contre la délinquance au quotidien..... 5 Marks
- Il faut absolument lutter contre la délinquance au quotidien 4 Marks
- Lutter contre la délinquance..... 4 Marks

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

Qu'est-ce que les victimes de crime dans les endroits touristiques font rarement ? (Section 4)

Appropriate direct quotation OR correct manipulation acceptable.

- Déposer plainte / porter plainte / se plaindre (immédiatement)..... 5 Marks
- Plainte (immédiatement) 4 Marks
- Ils permettront aussi aux touristes de déposer plainte (immédiatement, ce qu'ils font peu souvent) (Full sentence) 3 Marks

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

Relevez un adverbe dans la cinquième section.

One of:

- Donc 5 Marks
- Aussi..... 5 Marks
- Notamment..... 5 Marks

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

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

Quel sera l'avantage pour les touristes de pouvoir acheter des billets à horaires fixes ? (Section 5)

Correct manipulation required.

- Les touristes / ils ne seront pas contraints de faire la queue (or similar) 5 Marks
- Sans être contraints de faire la queue 3 Marks

Note: Accept present tense.

6..... 5 + 5 Marks

Valérie Pécresse's proposals to encourage tourists to return to Paris are very practical. Do you agree? (Two points, about 50 words in total.)

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

Any two of:

Practical:

- Teams of easily identifiable *volontaires du tourisme* to help tourists
- They will be assigned to thirty key tourist spots
- Improve language skills, especially English, of those who work in tourism
- Increase number of signs in foreign languages near to tourist spots
- Encourage / finance technological innovations such as glasses that allow tourists to translate theatre plays
- Mobile police stations – highly visible and situated at main tourist spots
- They will allow tourists to report / complain about crime straightaway
- Tackle everyday crime especially pickpockets
- Create an app that will allow tourists to prepare for their stay by providing information on Paris and region
- Will be able to buy tickets in advance and will not have to queue.

Etc., etc.

Not Practical:

- Does nothing to tackle real problem – terrorist attacks and demos
- Have a long way to go to improve language skills
- Extra police are only in high visibility areas
- App only any good if you have smartphone.

Etc., etc.

Q.2 (60 marks)

Appropriate direct quotation OR correct manipulation acceptable in Q. 4(ii).

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

Quelle est la matière que Madame Gerfion enseigne à 8 h 37 ? (Section 1)

- (L')histoire 5 Marks
- D'histoire 4 Marks

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

Relevez une phrase qui indique que quelques élèves ne font pas attention en classe. (Section 1)

One of:

- Certains élèves regardent par la fenêtre 5 Marks
- D'autres encore finissent leurs maths pour le cours d'après 5 Marks
- D'autres prennent des (tonnes de) notes sans comprendre un mot..... 4 Marks

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

D'après la première section

- (a) *Camille dit que Tibor manque souvent de courage*
- (b) *Tibor s'inquiète à cause de l'examen de maths*
- (c) *les élèves veulent copier les solutions de Tibor*
- (d) *Camille pense que Tibor est un garçon sympa.*

- (d) 5 Marks

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

Citez l'expression qui explique pourquoi Tibor avait fait du mal à un autre élève. (Section 2)

- (Parce qu') il ne le trouvait pas assez réveillé 5 Marks
- Tibor avait électrocuté son voisin parce qu'il ne le trouvait pas assez réveillé..... 4 Marks
- La première fois, en labo de chimie, Tibor avait électrocuté son voisin parce qu'il ne le trouvait pas assez réveillé (Full sentence) 3 Marks

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

Comment Tibor avait-il été sanctionné en cours de physique ? (Section 2)

Correct manipulation required.

- La prof (de physique) / On lui avait retiré des points (pour insolence) 5 Marks
- Elle lui avait retiré des points (pour insolence)..... 4 Marks

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

Pourquoi Camille n'a-t-elle pas eu envie de manger un jour ? (Section 2)

Correct manipulation required.

- Camille / Elle a vu un type / Tibor (hurlant) qui traversait le réfectoire (avec) la tête en feu (pour protester contre la nourriture à la cantine) 5 Marks
- Tibor / un type s'est mis le feu aux cheveux (pour protester contre la nourriture à la cantine) 5 Marks
- Tibor / un type (hurlant) traversait le réfectoire (avec) la tête en feu (pour protester contre la nourriture à la cantine) 5 Marks

**Note: Accept present or passé composé tenses.
Déjà minus 1 mark.**

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

Pour Camille et pour d'autres élèves dans la classe que signifiait l'absence de Tibor ? (Section 3)

Correct manipulation required.

One of:

- Tibor / Il préparait quelque chose (en secret) 5 Marks
- Tibor / Il allait les sauver de l'examen 5 Marks
- Ils doivent passer / faire l'examen / le contrôle (de maths)..... 5 Marks
- Elle n'était pas la seule à se demander ce qu'il préparait (en secret)..... 4 Marks
- Tibor / Il allait les sauver 4 Marks
- Tibor / Il préparait un feu d'artifice 4 Marks
- Je n'étais pas la seule à me demander ce qu'il préparait (en secret) 3 Marks
- Je vais vous sauver 3 Marks
- Tibor / Il préparait en secret 2 Marks
- Léo a vu Tibor juste avant de monter, et ses derniers mots ont été : « Je vais vous sauver » 1 Mark
- Tibor / Il préparait 0 Marks

Note: Accept present tense.

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

Les élèves ne peuvent pas voir la figure de l'homme qui entre. Pourquoi ? (Section 3)

Appropriate direct quotation OR correct manipulation acceptable.

- L'homme / Il porte une écharpe (rose et jaune) qui lui cache le visage 5 Marks
- L'homme / Il cache son visage 5 Marks
- L'homme / Il se cache le visage 5 Marks
- L'homme / Il porte une écharpe (rose et jaune)..... 4 Marks
- L'homme / Il porte une écharpe (rose et jaune) qui lui cache le visage, et un imperméable..... 4 Marks
- L'homme / Il porte une écharpe (rose et jaune) qui lui cache le visage, et un imperméable dans les poches duquel il semble pointer deux armes (Full sentence) 3 Marks

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

Quelle est la deuxième demande que l'homme fait à Madame Serben ? (Section 4)

Correct manipulation required.

One of:

- (Il demande / exige) Qu'elle / que Madame Serben reporte l'examen (disons à jeudi prochain) 5 Marks
- De reporter l'examen (disons à jeudi prochain) 5 Marks
- Reporter l'examen (disons à jeudi prochain)..... 4 Marks
- (J'exige aussi) que vous reportiez cet examen, (disons à jeudi prochain)..... 4 Marks
- Vous reportiez cet examen, (disons à jeudi prochain) 3 Marks
- J'exige la libération immédiate de tous les prisonniers politiques du monde, et j'exige aussi que vous reportiez cet examen, (disons à jeudi prochain) ! (Full sentence) 2 Marks

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

Trouvez dans la quatrième section un verbe à l'infinitif.

One of:

- Perdre 5 Marks
- Hausser..... 5 Marks

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

6..... 5 + 5 Marks

Apart from Tibor, the other students in Camille's class are not very interested in school. Do you agree? (Two points, about 50 words in total.)

Candidates may interpret the question to refer either to the other students exclusively, or to Tibor exclusively, or to both the other students and Tibor.

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

Any two of:

Other students not interested:

- Looking out of window
- Take loads of notes even though they do not understand
- Preparing for other classes
- Delighted Tibor says he will disrupt maths test
- Do not pay attention during chemistry class
- Wondering what Tibor had planned to disrupt maths test
- Boys expect "fireworks"
- Drawing
- Putting cream on their hands
- Delighted when Tibor bursts in.

Etc., etc.

Other students interested:

- Turn up for class
- Complain they have not had time to revise for test
- Take loads of notes even though they do not understand
- Accept inevitability of maths test.

Etc., etc.

Tibor not interested:

- Camille says he has mad ideas
- Electrocutes neighbour during chemistry class
- Makes mockery of physics test and has marks deducted
- Sets fire to his hair in canteen
- Disrupts the maths test.

Etc., etc.

Tibor interested:

- Genius at maths and physics
- Electrocutes neighbour because he is not paying attention in chemistry class
- Thinks there is a stupid question in physics test
- Protests over quality of food in canteen.

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.2.

Section I (12 Marks)

1.

Alain and Daniel share the same birthday. What date is it?

- 27(th) April 3 Marks

2. (a) & (b)

Describe the two childhood memories that Alain mentions.

- (Taking part in) a (one week) tennis course / camp / tournament / competition (one summer) 3 Marks
- A course / a camp 2 Marks
- Tennis / idea of playing tennis 1 Mark

- A (big) snowball fight (in the park in winter) 3 Marks
- A fight / battle 2 Marks
- Snow / idea of playing in snow 1 Mark

3.

Why was Alain upset last year?

One of:

- Daniel (and his parents) moved (a long way away)..... 3 Marks
- He feared / thought he would not see him again 3 Marks
- (He) (and his parents) / (they) moved 2 Marks

Section II (21 Marks)

1. (i)

Why did Ysabel choose to breed goats?

- Does not like large animals (such as cows) 3 Marks
- They're not big animals (like cows) 3 Marks
- Doesn't like (animals such as) cows 1 Mark

1. (ii)

What is her husband's occupation?

- Fisherman..... 3 Marks

2. (a) & (b)

According to Ysabel, why do goats cause her a lot of work? (Two reasons)

- She has to feed them four times a day 3 Marks
- They eat four times a day 3 Marks
- She has to feed them a lot 2 Marks
- They eat a lot..... 2 Marks
- She has to feed them 1 Mark

- Has to watch them when they are outside..... 3 Marks
- Has to watch them carefully..... 3 Marks
- Has to watch them..... 2 Marks

3. (a) & (b)

Explain why Ysabel's neighbour was furious last Monday. (Two reasons)

- (Her / the) goats / they (had escaped and) were eating the flowers in his / the garden 3 Marks
- (Her / the) goats / they were eating his flowers..... 3 Marks
- (Her / the) goats / they were eating the flowers 2 Marks
- (Her / the) goats / they were in his garden 2 Marks
- (Her / the) goats / they ruined / damaged the flowers / garden 2 Marks
- (Her / the) goats / they were eating flowers 1 Mark

- (Her / the) goats / they were stopping traffic (on the road)..... 3 Marks
- (Her / the) goats / they were causing / creating traffic (jams) (on the road) 3 Marks
- (Her / the) goats / they were on the road..... 2 Marks

4.

According to Ysabel, what can she do at the market, if she needs to?

- (Can) ask (other) farmers for advice / help (if she needs it) 3 Marks
- (Can) get advice / help from (other) farmers..... 3 Marks
- (Can) ask for / get advice / help 2 Marks
- Meet (other) farmers 1 Mark
- Meet others..... 1 Mark
- Sell(ing) cheese 1 Mark

Section III (18 Marks)

1. (i)

At what time did the burglary happen?

- 3.30 (pm) / half past three (in the afternoon) / 15.30 3 Marks
- 3.30 am 0 Marks

1. (ii)

What did the burglar do in order to get into the house?

- Broke a window at the back of the house (and got through that) 3 Marks
- Broke a window 2 Marks
- Got through a window 1 Mark
- Through the back of the house 1 Mark

2. (a) & (b)

What were Victor's parents doing at the time of the burglary?

One of:

- Father: Visiting (Victor's) grandmother in hospital 3 Marks
- Visiting his mother (-in-law) in hospital 3 Marks
- Visiting (Victor's) grandmother 2 Marks
- Visiting his mother (-in-law) 2 Marks
- In / at the hospital 1 Mark
- Visiting grandparent 1 Mark

- Mother: Taking part in a cycle race (far from home) 3 Marks
- Cycling 2 Marks

3. (i)

According to Victor, when did the burglar run away?

One of: _____ ,

- (When) he heard the postman ring / (When) the postman rang on the doorbell..... 3 Marks
- (When) he heard the doorbell (ring) 3 Marks
- When the doorbell rang..... 3 Marks
- (When) he heard the postman (knock on the door)..... 2 Marks
- (There was a) knock on the door..... 2 Marks
- When the postman arrived (with a large parcel) 1 Mark
- When he saw the postman..... 1 Mark

Note: Wrong person ringing the doorbell, minus 1 mark.

3. (ii)

Where exactly in the house was the safe hidden?

- Under the stairs 3 Marks
- In a cupboard / press 3 Marks

Note: Wrong location, minus 1 mark.

Section IV (21 Marks)

1.

What made Thierry decide to leave school?

One of:

- Other students not motivated 3 Marks
- He was learning nothing 3 Marks
- He was (not) motivated 3 Marks

2. (a) & (b)

Give the two reasons why home-schooling is working well for Thierry.

- His mother gives him a list of things to do at the start of the week 3 Marks
- His mother gives him a list of things to do each week 3 Marks
- Has a list of things to do at the start of the week 2 Marks
- Has a list of things to do each week 2 Marks
- His mother gives him a list of things to do 2 Marks
- His mother gives him a list at the start of the week 2 Marks
- His mother gives him a list each week 2 Marks
- His mother gives him a list 1 Mark
- Has a list of things to do 1 Mark
- Has a list 0 Marks

Note: *Jobs / chores* minus 1 mark.

- Tries to work / works as if he was at school 3 Marks
- Has a (lunch) break 2 Marks

3. (i)

For how long has Josette been travelling with her parents?

- One / a year 3 Marks

3. (ii)

Which two school subjects does Josette mention?

- Maths and French..... 3 Marks
- Maths / French 2 Marks

4. (a) & (b)

What are the two Japanese customs that Josette has noticed?

- Take your shoes off (before) going into a house 3 Marks
- Take your shoes off..... 2 Marks

- (Always) arrive (a bit) early / in advance 3 Marks
- (The Japanese are) strict about time keeping..... 2 Marks

Section V (8 Marks)

1.

What will the weather be like in Grenoble later this afternoon?

- Rain 2 Marks

2. (i)

Why did the policeman stop a car with two men inside?

- Speeding / over the speed limit 2 Marks
- Over the limit 1 Mark

2. (ii)

What did the passenger do?

- Punctured / slashed / let the air out of the tyres (of the police car)..... 2 Marks
- Damaged the police car / tyres 2 Marks
- Damaged car 1 Mark

3.

What caught fire in the apartment in Quimper?

- A sofa / couch 2 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 4:

In Production Écrite, if the candidate writes: *Les touriste adore l'Irlande parce que c'est un belle pay. La campange est tranquillé et vert*. Do not underline or penalise *touriste*, *l'Irlande*, *pay*, *campange* or *tranquillé* as these are spelling errors. Do not underline or penalise *adore* as this grammar error would not be picked up on a tape. Do underline *belle* and *vert* as these are grammatical mistakes that 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 ghnáthráta a bhronnadh ar iarrthóirí nach ghnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais 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% gnáthráta an bhónais.

Bain úsáid as an ngnáthráta 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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