



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2020**

**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, 2020

## 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.

### Annotations used in the marking

Not all responses are annotated

Annotation	Meaning
	Correct
	Incorrect language
	Irrelevant material
<b>MMS</b>	Modified marking scheme applied
<b>^</b>	Omission
<b>EXC</b>	Excess implies a deduction of 1 or 2 marks (Reading Comprehensions only)
<b>P</b>	Points in formal letter or email
	Blank page or part of page
<b>—</b>	Question has not been answered
<b>-1</b>	Penalty of minus one

## SECTION A 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(a), 2(a), 4(a) & 4(b).

1. (a) ..... 5 Marks

*Identifiez une profession qui est interdite à Haka parce qu'il est diabétique. (Section 1)*

Appropriate direct quotation OR correct manipulation acceptable.

One of:

- marin / gendarme / pompier / chef de musique de la police nationale / agent de sécurité SNCF ..... 5 Marks
- chef de musique / agent de sécurité ..... 4 Marks
- Agent / Chef ..... 1 Mark
- Médecin (du sport) / chirurgien.....0 Marks

1. (b)..... 5 Marks

Relevez l'expression qui veut dire « sans interruption ». (Section 1)

- d'affilée ..... 5 Marks
- affilée ..... 0 Marks

2. (a)..... 5 Marks

Quel est un obstacle pour les diabétiques qui veulent conduire une voiture ? (Section 2)

Appropriate direct quotation OR correct manipulation acceptable.

One of

- (Les / ces diabétiques / Ils doivent) passer, à leurs frais, des examens supplémentaires d'aptitude (à la conduite de véhicules)..... 5 Marks
- (Les / ces diabétiques / Ils doivent) passer des examens supplémentaires d'aptitude (à la conduite de véhicules).....4 Marks
- (Les / ces diabétiques / Ils doivent) passer, à leurs frais, des examens supplémentaires.....4 Marks
- (Les / ces diabétiques / Ils doivent) passer, à leurs frais, des examens ..... 3 Marks
- (Les / ces diabétiques / Ils doivent) passer des examens ..... 2 Marks
  
- (Les / ces diabétiques / Ils doivent) payer des assurances aux tarifs «délirants »... 5 Marks
  
- (Les / ces diabétiques / Ils doivent) passer, à leurs frais, des examens supplémentaires d'aptitude (à la conduite de véhicules) et payer des assurances aux tarifs «délirants ».....5 Marks

**Note :**

- Inclusion of *Aussi* = Minus 1 Mark

2. (b)..... 5 Marks

Citez l'expression qui veut dire « éprouver un sentiment d'exaspération et de colère » (Section 2)

- (fait) grincer des dents ..... 5 Marks

3. (a)..... 5 Marks

Relevez la phrase qui identifie ce que Haka veut accomplir pour les diabétiques. (Section 3)

- (Alors,) il alerte sur cette loi et demande une meilleure inclusion des personnes diabétiques dans la société ..... 5 Marks
- (il demande) une meilleure inclusion des personnes diabétiques dans la société.....4 Marks

3. (b)..... 5 Marks

D'après la **troisième section**, Haka a traversé la France : (Section 3)

- avec son père (Fourth 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.

4. (a)..... 5 Marks

Qu'est-ce qu'on croyait que Haka avait initialement ? (Section 4)

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

One of:

- (Tout le monde a pensé / pensait à) un coup de stress.....5 Marks
- le / du stress.....5 Marks

**4. (b)..... 5 Marks**

*Quand est-ce que Haka a découvert qu'il était diabétique ? (Section 4)*

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

One of:

- Quand il / Haka (est tombé, a été transporté à l'hôpital et) s'est réveillé de son coma.....5 Marks
- Quand il / Haka est tombé, a été transporté à l'hôpital.....3 Marks
- Quand il / Haka est tombé..... 2 Marks
  
- (Juste) après la finale (ratée) de la France à l'Euro 2016..... 5 Marks
- (Juste) après la finale de l'Euro 2016..... 5 Marks
- (Juste) après l'Euro 2016..... 4 Marks
- En 2016..... 3 Marks
- (Juste) après la finale ..... 2 Marks

**5. (a)..... 5 Marks**

*Trouvez dans la **cinquième section** un adjectif qui décrit Haka.*

- jeune.....5 Marks
- déterminé..... 5 Marks
- sûr (de lui) ..... 5 Marks

**Note:**

- **Any extraneous element = 0 Marks.**

**5. (b)..... 5 Marks**

*Pourquoi Haka voulait-il travailler dans le cabinet du président ? (Section 5)*

**Correct manipulation required.**

- (Il avoue que c'était) pour glisser son dossier diabète au président..... 5 Marks
- (J'avoue que c'était) pour glisser mon dossier diabète au président..... 4 Marks
- glisser son dossier diabète au président..... 4 Marks
- glisser mon dossier diabète au président.....3 Marks

**Note:**

- **Omission of *diabète* = Minus 1 Mark**

6.....5+5 Marks

*Haka does not allow his diabetes to hinder his lifestyle. 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:

Agree:

- Excellent / brilliant student (in Maths)
- Doesn't want to be hindered in realising his dreams
- Fighting to change the law (on jobs open to diabetics)
- Demands better inclusion of diabetics in society
- Crossed France running and cycling (2,000 km) (to prove that one can live life to the full in spite of the disease)
- Obsessed with going even farther
- Brought his project to the National Assembly and got huge support
- Wants promises turned into action
- Loves football and sport in general
- Not deterred by having to wear a pump on his arm
- Got an internship with President Macron
- The President encouraged him. Etc., etc.

Disagree:

- Affected by discrimination laws
- Not sure what he'll do after leaving school
- Father travels with him across France
- Got cramps on his run and cycle across France
- Had to lobby the National Assembly
- Collapses and goes into a coma
- Has to control his diabetes through a pump on his arm.

Etc., etc.



## Q.2 (60 marks)

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

1. (a)..... 5 Marks

*Où est-ce que Clément trouve les documents ? (Section 1)*

Appropriate direct quotation OR correct manipulation acceptable.

- Dans un tiroir..... 5 Marks
- Dans des classeurs ..... 5 Marks
- Dans le bureau (de son père)..... 5 Marks

1. (b)..... 5 Marks

*Relevez l'expression qui montre que Clément est mal à l'aise. (Section 1)*

- Quelque chose le dérange ..... 5 Marks

2. (a)..... 5 Marks

*Qu'est-ce que Clément croit que son père fait la première semaine de chaque mois ? (Section1)*

Appropriate direct quotation OR correct manipulation acceptable.

- (Il croit / pense) que son père / qu'il se rend / va à Nantes (chaque première semaine du mois pour visiter des clients) ..... 5 Marks

2. (b)..... 5 Marks

*Trouvez dans la **deuxième section** un exemple d'un participe présent.*

One of :

- Effectuant..... 5 Marks
- (en) arrivant ..... 5 Marks

**Note:**

➤ Any extraneous element = 0 Marks.

**3. (a)..... 5 Marks**

*Selon la deuxième section, Clément*

- part à la recherche d'une adresse (Third 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. (b)..... 5 Marks**

*Où est la dame quand Clément entre dans le magasin ? (Section 3)*

**Correct manipulation required.**

- (Elle est) dans l'arrière-boutique ..... 5 Marks
- l'arrière-boutique..... 4 Marks
- de l'arrière-boutique..... 3 Marks

**4. (a)..... 5 Marks**

*Quand Clément regarde les chemises, qu'est-ce qu'il constate ? (Section 3)*

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

- (Il reconnaît / constate avec un pincement qu') elles sont de la marque (de vêtements) pour laquelle son père travaille ..... 5 Marks

**4. (b)..... 5 Marks**

*Relevez la phrase qui indique que la fille s'immobilise brusquement. (Section 4)*

- Soudain, elle se fige..... 5 Marks
- Elle se fige ..... 4 Marks

**5. (a)..... 5 Marks**

*Comment sait-on que la dame est choquée par ce que sa fille lui dit ? (Section 4)*

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

One of:

- La vendeuse / Elle pâlit, (cherche son téléphone portable) ..... 5 Marks
- La vendeuse / Elle pâlit, cherche son téléphone portable. Elle disparaît dans l'arrière-boutique (pour donner un coup de fil)..... 4 Marks
  
- Elle semble bouleversée ..... 5 Marks
- Elle a une / la voix tremblante ..... 5 Marks
- Elle parle d'une voix tremblante ..... 5 Marks

**5. (b)..... 5 Marks**

*À qui est-ce que la dame téléphone ? (Section 4)*

**Direct quotation required.**

One of:

- Au père de Clément ..... 5 Marks
- Au père d'Élise / de sa fille.....5 Marks
- Au père ..... 4 Marks
- À son père ..... 4 Marks

**6.....5 + 5 Marks**

*Clément shows great determination to discover his father's secret. 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:

Agree:

- Goes into his father's study and searches in a drawer and in files
- Notices immediately no reference to visiting Nantes
- Gets a list of the places visited by his father
- Looks for reference to first week in December

- Realises something is wrong when he discovers that his father was in Bordeaux when he was supposed to be in Nantes
- Googles the address in Bordeaux where his father apparently slept for six nights running
- Jumps on a bus the next day and heads for Bordeaux
- Finds the shop and goes in
- Acts like a customer and looks at the shirts
- Notices the shirts are made by the company his father works for
- He doesn't allow the saleswoman to see his face clearly at first
- Keeps cool when the saleswoman offers assistance
- Stays in the shop when the girl / daughter appears
- Spots the resemblance between the woman and the girl
- Keeps watching them
- Stays when the woman appears shocked and confronts him.

Etc., etc.

#### Disagree:

- In Bordeaux, he takes detours and doesn't go directly to the shop
- Sits on a bench by the river
- Slows down on reaching the shop
- Acts like a customer and looks at the shirts
- Doesn't allow the woman to see his face at first
- Puzzled by the woman's reaction when her daughter whispers in her ear.

Etc., etc.

## SECTION B 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
<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>
Language	Q. 1 20 marks	Qs. 2, 3 & 4 15 marks
<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>