



**HODDER
GIBSON**

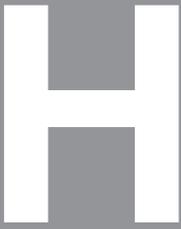
Model Paper
WITH ANSWERS

Higher French

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French Reading

Duration — 1 hour and 40 minutes

Total marks — 30

Attempt ALL questions.

Write your answers clearly, in **English**, in the Reading answer booklet. In the answer booklet you must clearly identify the question number you are attempting.

You may use a French dictionary.

Use **blue** or **black** ink.

There is a separate question and answer booklet for Directed Writing. You must complete your answer for Directed Writing in the question and answer booklet for Directed Writing.

Before leaving the examination room you must give your Reading answer booklet and your Directed Writing question and answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.

Attempt ALL questions

Read the whole article carefully and then answer, in English, ALL the questions that follow.

In this article, the writer discusses the situation of people whose parents and grandparents emigrated to France from its former colonies in North Africa.

Les maghrébins en France

Le Maghreb compte environ 90 millions d'habitants répartis partout dans le Nord de l'Afrique. La plupart de la population se rencontre sur les plaines de l'océan Atlantique et de la mer Méditerranée. Mais après des années d'immigration en France, il existe aussi une grande population de maghrébins en France. On estimait en 2012 que les personnes d'origine maghrébine sur 3 générations (immigrés, enfants et petits-enfants d'immigrés) étaient plus de 3,5 millions, soit environ 6% de la population française. Pour la plupart ces maghrébins sont des musulmans.

Depuis la Révolution de 1789 et la formation de la République française, la laïcité, c'est-à-dire la séparation de l'église et l'état, a été très importante pour les Français. Le gouvernement français a introduit en 1905 une loi sur la laïcité qui concernait la chrétienté et le judaïsme, les religions importantes dans la France à cette époque. Aujourd'hui la concentration de la presse et des politiciens est sur l'Islam. De nos jours, pendant trente ans au moins, la religion musulmane a connu un fort rejet par les pouvoirs publics. Le gouvernement national a souvent fermé les yeux sur les très grands problèmes occasionnés par des politiciens locaux pour l'Islam et les musulmans.

En plus, le modèle d'intégration à la française n'a pas permis aux jeunes générations issues de l'immigration maghrébine de prendre la place qui leur revient dans la construction d'une société nouvelle. Mais n'oublions pas ce qu'a dit Karim Benzema, footballeur né à Lyon en 1987 de parents d'origine algérienne, qui a déclaré : " L'Algérie c'est le pays de mes parents, c'est dans mon cœur, mais sportivement, je jouerai en équipe de France."

La République française a beaucoup changé à cause de facteurs divers, comme l'Union Européenne et les profondes transformations de son économie. Dès la fin des années soixante-dix ces processus ont mené à la disparition du caractère populaire de la plupart des banlieues, à cause du regroupement familial immigré et du départ des populations européennes. C'était le début de la ghettoïsation et de la concentration ethnique. Journaliste Remy Desmoulin raconte: "*Les ruptures sociales sont maintenant très évidentes: les gens aisés avec leurs bons emplois réclament plus de liberté et d'indépendance, alors que les pauvres, ou sans emploi ou qui travaillent pour le SMIC** ont surtout besoin de sécurité et de solidarité. Les politiques modernes ne touchent plus la masse des gens. C'est ainsi que se sont enracinés, dans les quartiers les plus pauvres, l'extrême-droite raciste et l'islamisme radical."

Alors, quoi faire? Il faudra recréer de l'espoir. Il nous faudra nommer les problèmes dans notre société et trouver des solutions qui peuvent améliorer concrètement le sort des gens qui souffrent dans les ghettos. Il faudra réduire la fracture culturelle entre les maghrébins et la société française. La République peut rattraper le temps perdu. Elle doit arrêter de renvoyer l'islam et les musulmans vers une sorte de vie de seconde classe. Les pouvoirs publics doivent permettre aux musulmans d'occuper une place honorable dans la société française. Ils doivent parler aux musulmans de leurs problèmes spécifiques : la construction de mosquées, la provision de lieux pour leurs cimetières, les problèmes de la distribution et du contrôle de la viande halal, etc.

Mais, parallèlement à ce programme, les musulmans doivent admettre que la République contrôle le droit, et affirmer que les citoyens de confession musulmane partagent l'essentiel des valeurs qui fondent le système juridique de la France. Ils doivent reconnaître pleinement l'égalité entre les femmes et les hommes. Cela permettra aux maghrébins d'être mieux acceptés par la République et par la société française, et permettra à la république de pouvoir s'appuyer sur ces « nouveaux » citoyens.

* le SMIC - minimum wage

Questions

Re-read lines 1–7

1. The opening of the article gives some background information about the Maghreb and its inhabitants.

What fact are we given about most of the immigrants to France?

1

Re-read lines 8–15

2. The paragraph discusses the separation of church and state in France, and the problems this is now causing.

(a) What has been the change of emphasis since the 1905 law? Give details.

2

(b) What has been the problem over the last 30 years? Give details.

3

Re-read lines 15–20

3. The writer discusses the French idea of integration.

(a) What problem is this now causing?

1

(b) In what way does Karim Benzema describe his nationality? Give details.

2

Re-read lines 21–30

4. We are told about the big changes which have taken place in French society since the 1970s in particular.

(a) Several developments have occurred through these changes. State any **two** of them.

2

(b) What has the loss of faith in modern politics led to?

2

Re-read lines 31–38

5. The author suggests ways to improve things.

(a) What should the French try to reduce?

1

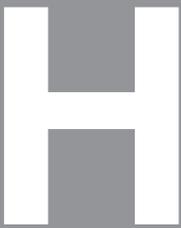
(b) Several concrete suggestions are made to help address the needs of Muslims. Give details of any **two** of them.

2

Re-read lines 39-44

- | | |
|---|----|
| 6. The author suggests two ways Muslims could help improve the situation. Give details. | 2 |
| 7. Now consider the article as a whole. Does the author give the impression that the situation is irretrievable? Give details from the text to justify your answer. | 2 |
| 8. Translate into English:
"Les ruptures ... solidarité." (<i>lines 26-28</i>) | 10 |

[END OF MODEL PAPER]



French Directed Writing

Duration — 1 hour and 40 minutes

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

Total marks — 10

Choose ONE scenario on *Page two* and write your answer clearly, in **French**, in the space provided in this booklet. You must clearly identify the scenario number you are attempting.

You may use a French dictionary.

Use **blue** or **black** ink.

There is a separate answer booklet for Reading. You must complete your answers for Reading in the answer booklet for Reading.

Before leaving the examination room you must give this Directed Writing question and answer booklet and your Reading answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.

Choose one of the following two scenarios.

SCENARIO 1: Society

You have recently returned from France, where you have spent three weeks staying with a French friend.

On your return, you have been asked to write an account of your experiences to try to encourage other pupils to do the same thing.

You must include the following information and **you should try to add** other relevant details:

- Where you went and how you got there
- What you did while you were there
- How you got on with the family
- If you would recommend such an experience to others

You should write approximately 120–150 words.

OR

SCENARIO 2: Employability

Last year you went with a group of students from your school/college to a town in France for a week's work experience. While you were there you had a job found for you.

On your return you were asked to write a report, **in French**, of your visit.

You must include the following information and **you should try to add** other relevant details:

- Where you stayed and what you thought of the accommodation
- What you did at work
- What you liked/disliked most about the experience
- How you plan to develop the links you made there

You should write approximately 120–150 words.

ADDITIONAL SPACE FOR ANSWERS

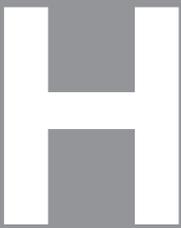
MARKS

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ADDITIONAL SPACE FOR ANSWERS

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French Listening and Writing

Duration — 1 hour

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

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Scottish candidate number

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Total marks — 30

SECTION 1 — LISTENING — 20 marks

You will hear two items in French. **Before you hear each item, you will have one minute to study the questions.** You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers clearly, in **English**, in the spaces provided.

SECTION 2 — WRITING — 10 marks

Write your answer clearly, in **French**, in the space provided.

Attempt ALL questions. You may use a French dictionary.

Additional space for answers is provided at the end of this booklet. If you use this space, you must clearly identify the question number you are attempting.

You are not allowed to leave the examination room until the end of the test.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the invigilator; if you do not, you may lose all the marks for this paper.

SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

Item 1

You listen to a French careers adviser talking about going to university.

- (a) What is the main reason for people going to university? 1

- (b) What will this allow them to do? 1

- (c) What other reason do some people give for going to university? 1

- (d) The speaker talks about how university is different from school.
(i) State any **one** difference. 1

- (ii) What does the speaker say to reassure his audience? 1

- (e) What **two** options does the speaker say might be suitable for some students? 2

- (f) Overall, which statement best describes the speaker's opinion about going to university? Tick (✓) the correct statement. 1

He says it is not for everyone	
He thinks it can be challenging but worthwhile if you are ready	
He encourages all the audience to take the opportunity of going to university	

Item 2

Marc talks about his first two years at university.

- (a) What is the main reason he gives for choosing to go to university? 1

- (b) Where does he intend to work when he has finished? 1

- (c) He talks about what is important to him.

- (i) What is his main aim at university? 1

- (ii) What does he think the main role of a university should be? 1

- (d) What does the university organise to help first year students? 1

- (e) Why does he think this is necessary? Give details. 2

- (f) What alarming statistic does he mention? 1

- (g) What did he do to prepare himself for university? State any **two** things. 2

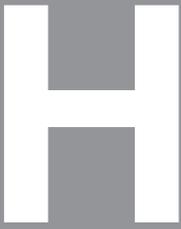
- (h) What strengths did he discover he has? 1

- (i) State any **one** thing his school did to prepare him for university. 1

ADDITIONAL SPACE FOR ANSWERS

MARKS
DO NOT
WRITE IN
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MARGIN

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French Listening Transcript

Duration — 1 hour

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.

Instructions to reader(s):

For each item, read the English **once**, then read the French **twice**, with an interval of 1 minute between the two readings. On completion of the second reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked **(f)** should be read by a female speaker and those marked **(m)** by a male; those sections marked **(t)** should be read by the teacher.

(t) Item 1

You listen to a French careers adviser talking about going to university.

You now have one minute to study the questions for Item 1.

(m/f) Les gens décident d'aller à l'université pour de nombreuses raisons. Pour certaines personnes, l'obtention d'un certificat ou d'un diplôme est un point de départ pour trouver un emploi ou commencer une carrière. En fait, les études supérieures sont nécessaires pour de nombreuses carrières ou professions.

D'autres personnes considèrent que l'éducation est une partie importante de leur développement personnel. Aller à l'université donne l'occasion d'apprendre de nouvelles choses, de rencontrer de nouvelles personnes et de demander plus de soi grâce aux nouvelles expériences et aux nouvelles idées.

L'université est bien différente de l'école secondaire. La pression y est plus forte. On vous considère comme un adulte et vous êtes tenu responsable de vous-même. Aller à l'université peut aussi coïncider avec votre première expérience de vie seule ou loin de la maison. Si vous y allez, ça peut être difficile au début. Mais vous n'êtes pas seul. Toute personne qui quitte sa famille pour cette nouvelle expérience, vit la même chose.

Il est possible d'aller faire vos études à temps partiel pour trouver un équilibre entre les études et le travail et donc gagner de l'argent. Vous pouvez également considérer d'autres options comme l'éducation à distance pour vous permettre de compléter vos cours dès la maison.

Aller à l'université peut être difficile pour tous les étudiants. Avant de vous décider à faire une demande d'admission dans une université, vous devez vous assurer que c'est le bon moment pour poursuivre vos études.

(2 minutes)

(t) Item 2

Marc talks about his first two years at university.

You now have one minute to study the questions for Item 2.

(f) Pour quelles raisons est-ce que vous allez à l'école?

(m) Si tu n'as pas de diplôme, tu es limité. Je n'étais pas suffisamment qualifié pour trouver un bon emploi.

(f) L'université est-elle alors bien nécessaire pour vous?

(m) Eh bien, je veux travailler dans le monde de l'information. On peut vraiment dire que l'enseignement supérieur est indispensable pour préparer les étudiants aux emplois de l'économie de l'information.

(f) Qu'est-ce que vous désirez accomplir, donc ? La préparation pour l'emploi?

(m) Tout simplement, je veux apprendre des choses. Quand le seul objectif de l'éducation est la production de diplômes plutôt que la promotion du savoir, le système oublie que: «Tous les hommes désirent naturellement savoir.»

(f) Que fait votre université pour ceux qui ont plus de mal à suivre?

(m) Les étudiants de 3ème année de licence ou de master viennent tutorer les étudiants de 1ère année en difficulté. Ceux-ci ont souvent du mal à travailler en groupe car ils ne voient pas pourquoi on doit partager les idées qui est pourtant l'un des fondamentaux de l'enseignement universitaire.

(f) Beaucoup d'étudiants ne réussissent pas à leurs examens en première année. Quels en étaient les effets sur vous?

(m) Sur les étudiants inscrits en première année dans certains sujets il y en a à peu près 25% qui réussissent un des concours, souvent avec un redoublement. Face à cette sélectivité, j'ai du devenir un excellent étudiant!

(f) Qu'est-ce que vous saviez des demandes de la vie scolaire avant de venir en fac?

(m) Je me suis informé de l'inscription aux cours, l'utilisation d'un ordinateur, la prise de note, la lecture, et les examens. J'ai fait bien de recherches.

(f) Quelles sont vos forces?

(m) J'ai la persévérance et la confiance nécessaires pour affronter les frustrations, et pour obtenir les informations dont j'ai besoin auprès des directeurs de l'école.

(f) Comment est-ce que votre école vous a préparé pour réussir à l'université?

(m) On m'a expliqué par exemple qu'il me serait difficile de réussir en licence de mathématiques si je n'ai jamais eu de bonnes notes dans cette discipline en classe de terminale. J'ai dû me très bien renseigner avant d'aller à l'université. En terminale j'ai pu venir visiter l'université.

(f) Alors, merci de m'avoir parlé.

(m) De rien, au revoir

(2 minutes)

(t) End of test.

Now look over your answers.

[END OF MODEL TRANSCRIPT]

Reading

Question	Expected Response(s)
1.	<ul style="list-style-type: none"> • They are muslims
2. (a)	<ul style="list-style-type: none"> • It was concerned with Christianity and Judaism • The focus is now on Islam
(b)	<ul style="list-style-type: none"> • Islam has been rejected by public bodies • National government has closed its eyes • to the problems caused for Muslims by local politicians
3. (a)	<ul style="list-style-type: none"> • Young people from Maghreb backgrounds have not been able to take their part in the construction of a new society
(b)	<ul style="list-style-type: none"> • His parents and his heart are Algerian • For sport, he is French
4. (a)	<ul style="list-style-type: none"> • The suburbs have lost their working class (popular) character • Immigrant families have settled there • Those of European background have left <p><i>Any two of above 3 points for 2 marks</i></p>
(b)	<ul style="list-style-type: none"> • In the areas where poor people live, there has taken root racism of the extreme right and radical Islam
5. (a)	<ul style="list-style-type: none"> • The cultural gap/break between the Maghrebins and French society
(b)	<ul style="list-style-type: none"> • Discuss the building of mosques • Provision of ground for cemeteries • Problems with distribution and control of halal meat <p><i>Any two of above 3 points for 2 marks</i></p>
6.	<ul style="list-style-type: none"> • Recognise the role of the Republic in law • Confirm their belief in the values of the French legal system • Recognise clearly the equality of women and men <p><i>Any two of above 3 points for 2 marks</i></p>
7.	<p>Outline of possible response and evidence: The author does not think it is irretrievable:</p> <p>Possible evidence includes:</p> <ul style="list-style-type: none"> • Author points out that it is a recent problem (the last 30 years) • Author says the government has often closed its eyes, implying it could do better • Author quotes Benzema as seeing himself as French • Author says modern politics are not reaching people, but then says what they need to do • Author gives a number of suggestions to improve things • Author finishes off by saying what Muslims need to do to improve things

Question	Expected Response(s)
8.	<p>Translation</p> <p>Les ruptures sociales sont maintenant très évidentes:</p> <p>Social divisions (breakdowns, ruptures) are now very obvious:</p> <p>les gens aisés avec leurs bons emplois well-off people with their good jobs réclament plus de liberté et d'indépendance, demand more freedom and independence, alors que les pauvres, ou sans emploi ou qui travaillent pour le SMIC* while the poor, either (the) unemployed or (those) on minimum wages, ont surtout besoin de sécurité et de solidarité. need above all security and solidarity.</p>

Section 1 – Listening

Item 1

Question	Expected Answer(s)
(a)	• Obtaining a certificate/diploma
(b)	• Start/find a job/profession/career
(c)	<ul style="list-style-type: none"> • It's part of their personal development/growth • Or to learn new things and meet new people • To ask more of themselves <p><i>Any one of the above 3 points for 1 mark</i></p>
(d)	<p>(i)</p> <ul style="list-style-type: none"> • The pressure is greater • You are seen as an adult and responsible for yourself <p><i>Any one of the above 2 points for 1 mark</i></p>
	<p>(ii)</p> <ul style="list-style-type: none"> • You are not alone, everyone who leaves home experiences the same thing
(e)	<ul style="list-style-type: none"> • Studying part-time so you can work as well • Distance learning so you can stay at home
(f)	• He thinks it can be challenging but worthwhile if you are ready

Item 2

Question	Expected Answer(s)
(a)	• He wasn't qualified enough to get a good job
(b)	• In the world of IT (information technology)
(c)	<p>(i)</p> <ul style="list-style-type: none"> • He wants to learn things
	<p>(ii)</p> <ul style="list-style-type: none"> • The promotion of knowledge rather than the production of degrees
(d)	• Third year students are organised to tutor first year students
(e)	<ul style="list-style-type: none"> • First year students often find it hard to work in groups • Because they fail to see that sharing ideas is important (fundamental)
(f)	• In some courses/subjects only 25% of students pass their exam
(g)	<ul style="list-style-type: none"> • How to apply for courses • How to use a computer • How to take notes • Reading • How to do assignments and exams <p><i>Any two of the above 5 points for 2 marks</i></p>
(h)	• Perseverance and confidence (<i>both needed for the mark</i>)
(i)	<ul style="list-style-type: none"> • They said if he did not have good marks in maths at school, he would find it hard to get a maths degree • He was able to visit a university in his last year at school <p><i>Any one of above 2 points for 1 mark</i></p>

Section 2 – Writing

Candidates will write 120–150 words in a piece of extended writing in French addressing a stimulus of three questions in French.

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> The content is comprehensive The topic is addressed fully, in a balanced way Some candidates may also provide additional information. Overall this comes over as a competent, well thought-out response to the task which reads naturally. 	<ul style="list-style-type: none"> The language is accurate throughout. However where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression A comprehensive range of verbs is used accurately and tenses are consistent and accurate There is evidence of confident handling of all aspects of grammar and spelling accurately, although the language may contain a number of minor errors, or even one serious major error 	<ul style="list-style-type: none"> The language used is detailed and complex There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. A comprehensive range of verbs/verb forms, tenses and constructions is used. Some modal verbs and infinitives may be used. The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. Sentences are mainly complex and accurate. The language flows well
8	<ul style="list-style-type: none"> The content is clear The topic is addressed clearly 	<ul style="list-style-type: none"> The language is mostly accurate. However where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately A range of verbs is used accurately and tenses are generally consistent and accurate There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure. Verbs and other parts of speech are used accurately but simply. 	<ul style="list-style-type: none"> The language used is detailed and complex The candidate uses a range of verbs/verb forms and other constructions. There may be less variety in the verbs used. The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. Sentences are generally complex and mainly accurate. At times the language may be more basic than might otherwise be expected at this level. There may be an example of minor misuse of dictionary. Overall the writing will be very competent, essentially correct, but may be pedestrian.

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> The content is adequate and may be similar to that of an 8 or a 10 The topic is addressed adequately 	<ul style="list-style-type: none"> The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly. The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses. There may be errors in spelling, e.g. reversal of vowel combinations adjective endings and some prepositions may be inaccurate or omitted, e.g. I went the town. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion - and in the use of accents Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> There are some examples of detailed and complex language The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. The candidate relies on a limited range of vocabulary and structures. There is minimal use of adjectives, probably mainly after "is". The candidate has a limited knowledge of plurals. The candidate copes with the present tense of most verbs. Where the candidate attempts constructions with modal verbs, these are not always successful. Sentences are mainly single clause and may be brief There may be some misuse of dictionary
4	<ul style="list-style-type: none"> The content may be limited and may be presented as a single paragraph The topic is addressed in a limited way 	<ul style="list-style-type: none"> The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect. A limited range of verbs is used. Ability to form tenses is inconsistent. In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. There may be confusion between the singular and plural form of verbs. There are errors in many other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. Several errors are serious, perhaps showing mother tongue interference. Overall there is more incorrect than correct. 	<ul style="list-style-type: none"> There is limited use of detailed and complex language and the language is mainly simple and predictable The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch. There is inconsistency in the use of various expressions, especially verbs. Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker. An English word may appear in the writing or a word may be omitted. There may be an example of serious dictionary misuse.
2	<ul style="list-style-type: none"> The content may be basic or similar to that of a 4 or even a 6 The topic is thinly addressed 	<ul style="list-style-type: none"> The language is almost completely inaccurate throughout the writing and there is little control of language structure Many of the verbs are incorrect or even omitted. There is little evidence of tense control. There are many errors in other parts of speech - personal pronouns, gender of nouns, cases, singular/plural confusion Prepositions are not used correctly. 	<ul style="list-style-type: none"> There is little use, if any, of detailed and complex language The candidate has a very limited vocabulary. Verbs used more than once may be written differently on each occasion. The candidate cannot cope with more than one or two basic verbs. Sentences are very short and some sentences may not be understood by a sympathetic native speaker Several English or "made-up" words may appear in the writing. There are examples of serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> • The content is very basic. • The candidate is unable to address the topic. 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> • There is no evidence of detailed and complex language • The candidate copes only with "have" and "am". • There may be several examples of mother tongue interference. • Very few words are written correctly in the modern language. • English words are used. • There may be several examples of serious dictionary misuse.