



General Certificate of Secondary Education
2014

Gaeilge

Páipéar 2
Scríbhneoiracht

[G9567]

THURSDAY 5 JUNE, MORNING
DÉARDAOIN 5 MEITHEAMH, MAIDIN

SCÉIM
MARCÁLA

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment Objectives

Below are the assessment objectives for Gaeilge:

AO	Objectives
AO1	<p>Listening and Speaking</p> <ul style="list-style-type: none"> Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences. Listen and respond to speakers' ideas and perspectives. Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together. Create and sustain different roles. Evaluate the impact of spoken language choices in their own and others' use.
AO2	<p>Reading</p> <ul style="list-style-type: none"> Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate. Develop and sustain interpretations of writers' ideas and perspectives. Explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and to engage and influence the reader.
AO3	<p>Writing</p> <ul style="list-style-type: none"> Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to the task and purpose in ways that engage the reader. Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts using a variety of linguistic and structural features to support cohesion and overall coherence. Use a range of sentence structures for clarity, purpose and effect with accurate punctuation and spelling. <p>At least one third of available credit for AO3 should be awarded for the use of a range of sentence structures for clarity, purpose and effect with accurate punctuation and spelling.</p>

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

The mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers.

If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected for a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners:

Threshold performance: Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.

Intermediate performance: Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

High performance: Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

Note regarding marking: It is acceptable for candidates to use the exact wording provided in the text instead of using their own wording and still gain full marks.

1 Roghnaigh ceann amháin ó na ceisteanna seo a leanas agus scríobh idir **300–500** focal:

Examiners: This question has a total of **20** marks which are based on the mark bands below.

Level	Marking Criteria: Writing: Communication and idiomatic use of language	Marks
5	The candidate communicates very clearly and effectively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. There is very good organisation of information and ideas into structured and sequenced sentences, paragraphs and whole texts. There is a very good variety of linguistic and structural features to support cohesion and overall coherence. The candidate has a very good command of idiom and vocabulary appropriate to this level.	[17]–[20]
4	The candidate communicates clearly and effectively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. There is good organisation of information and ideas into structured and sequenced sentences, paragraphs and whole texts. There is a very good variety of linguistic and structural features to support cohesion and overall coherence. The candidate has a good command of idiom and vocabulary.	[13]–[16]
3	The candidate communicates adequately, using and adapting some forms and selecting some vocabulary appropriate to task and purpose in ways that engage the reader. There is some organisation of information and ideas into structured and sequenced sentences, paragraphs and whole texts. There is some variety of linguistic and structural features to support cohesion and overall coherence. The candidate has some command of idiom and vocabulary but control is inconsistent.	[9]–[12]
2	The candidate communicates to a lesser degree, selecting a limited vocabulary appropriate to task and purpose in ways that engage the reader. There is less significant organisation of information and ideas into structured and sequenced sentences, paragraphs and whole texts. There is a lesser variety of linguistic and structural features to support cohesion and overall coherence. The candidate shows some command of idiom and vocabulary.	[5]–[8]
1	The candidate shows some ability to communicate; there is a modest selection of vocabulary appropriate to task and purpose in ways that engage the reader. There is less significant organisation of information and ideas into structured and sequenced sentences, paragraphs and whole texts. There is slight variety of linguistic and structural features to support cohesion and overall coherence. The candidate has a modest command of idiom and vocabulary.	[1]–[4]
0	No meaningful communication.	[0]

2 Translation into Irish

Aistriúchán samplach/Suggested translation:

1	Is fadhb ollmhór í an dífhostaíocht i láthair na huaire, ní hamháin in Éirinn ach fud fad na cruinne chomh maith. De réir na staitisticí is déanaí, tá ráta na dífhostaíochta san Eoraip ar an leibhéal is airde ó bhí 1998 ann.
2	Chaill na mílte Éireannach a gcuid post sa tionscal tógála, i monarchana agus san earnáil mhiondiola. Meastar gur cailleadh níos mó ná 1.4 milliún post ó thús na géarchéime.
3	Tá tionscal na turasóireachta thíos leis mar gheall ar gheilleagar na tíre. Tá laghdú ollmhór ar líon na dturasóirí a thagann isteach sa tír.
4	Ina theannta sin, déanann cuid mhór cuairteoirí gearán go bhfuil an costas maireachtála i bhfad róchostasach anseo in Éirinn.
5	Téann tionchar na dífhostaíochta i bhfeidhm go mór ar fholláine an duine. Cuirtear daoine faoi chuid mhór imní/brú agus struis.
6	Ní rud maith í an dífhostaíocht do dhuine ar bith i sochaí an lae inniu agus caithfear tabhairt faoin fhadhb go práinneach.

Each of the six sections above is marked out of 10 according to the criteria overleaf. The candidate's total is then divided by 3 to give the final mark for the translation out of 20.

Level	Marking Criteria: Writing: Communication and idiomatic use of language	Marks
5	The candidate communicates very clearly and effectively, using and adapting forms and selecting vocabulary appropriate to task and purpose. There is a variety of linguistic and structural features to support cohesion and overall coherence. The candidate has a very good command of idiom and vocabulary appropriate to this level. There are very few grammatical errors even where more complex language is used. Punctuation and spelling are very accurate.	[9]–[10]
4	The candidate communicates clearly and effectively, using and adapting forms and selecting vocabulary appropriate to task and purpose. There is a variety of linguistic and structural features to support cohesion and overall coherence. The candidate has a good command of idiom and vocabulary. There may be a few grammatical errors when more complex language is used. Punctuation and spelling are generally accurate.	[7]–[8]
3	The candidate communicates adequately, using and adapting some forms and selecting some vocabulary appropriate to task and purpose. There is some variety of linguistic and structural features to support cohesion and overall coherence. The candidate has some command of idiom and vocabulary but control is inconsistent. Grammatical errors are more frequent when more complex language is used but otherwise fairly accurate. Spelling and punctuation is adequate.	[5]–[6]
2	The candidate communicates to a lesser degree, selecting a limited vocabulary appropriate to task and purpose. There is less significant variety of linguistic and structural features to support cohesion and overall coherence. The candidate shows some command of idiom and vocabulary. There are frequent errors and inconsistent control of basic structures. Grammatical errors are more frequent. Spelling and punctuation errors are more frequent.	[3]–[4]
1	The candidate shows some ability to communicate; there is modest selection of vocabulary appropriate to task and purpose. There is slight variety of linguistic and structural features to support cohesion and overall coherence. The candidate has a modest command of idiom and vocabulary. There is a high frequency of grammatical errors and a modest control of basic structures. Punctuation and spelling errors are very frequent.	[1]–[2]
0	No meaningful communication.	[0]

Total Marks [40]