



**General Certificate of Secondary Education
2015**

Gaeilge

**Páipéar 1:
Léitheoiréacht**

[G9566]

**WEDNESDAY 10 JUNE, AFTERNOON
DÉ CÉADAOIN 10 MEITHEAMH, TRÁTHNÓNA**

**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.

	AVAILABLE MARKS
<p>1 Duais Turner i nDoire</p> <p>(a) Comórtas ealaíne is suntasaí sa Bhreatain/dírithe ar ealaín nua-aimseartha/choincheapúil/ceannródaíoch. [3]</p>	
<p>(b) Ealaíontóirí Briotanacha/ faoi chaoga bliain d'aois/saothar bunúil ar siúl acu. Any two. [2]</p>	
<p>(c) Ealaín cheannródaíoch/conspóideach/nua-aimseartha. [3]</p>	
<p>(d) Is mór an t-aitheantas a thugtar dóibh/céim chun tosaigh a thógáil ina slí bheatha. [2]</p>	
<p>(e) go spreagfaí ceisteanna ann faoi mhínealaíona i saol an lae inniu/ agus faoina bhfuil i ndán dóibh. [2]</p>	
<p>(f) spreagann sé cuid mhór daoine le bheith ag caint fúthu/toradh dearfach. [2]</p>	
<p>(g) i gcuimhne an ealaíontóra J.M.W. Turner. [1]</p>	15
<p>2 An t-iatán</p>	
<p>(a) Seolann An Garda Síochána tástáil anála randamach ar thiománaithe uaireanta éagsúla den lá [1]</p>	
<p>(b) (i) Déan machnamh ar [1]</p>	
<p>(ii) Mídhleathach [1]</p>	
<p>(iii) In aice le himeall an bhóthair [1]</p>	
<p>(iv) Dóthain [1]</p>	
<p>(v) Is féidir le [1]</p>	

(c) This section of the paper is marked out of **9 marks**

Póstaer 1	Póstaer 2	Cosúlachtaí	AVAILABLE MARKS
Dírithe ar dhaoine fásta-cuirtear in iúl na contúirtí a bhaineann le tiomáint faoi thionchar alcóil nó tuirse nó fón phóca a úsáid	Dírithe ar pháistí scoile-cuirtear in iúl an dóigh is fearr le bheith slán sábháilte agus tú ag siúl/ag rothaíocht/ag taistéal i ngluaisteán	Baineann an teachtaireacht le sábháilteach An leagan amach – idir cló trom, pointí, ailt le fotheidil atá intuigthe tarraigteach	
Cuirtear síos ar cad é ba chóir a dhéanamh agus tú i mbun gluaisteáin de réir an dlí	Cuirtear síos ar cad é ba chóir a chaitheamh agus a dhéanamh agus tú i mbun rothair/siúil	Baintear úsáid as léaráidí éifeachtacha agus pictiúir dhaite chun aird an léitheora a mhealladh	
Cuirtear béim ar leith ar roinnt frásáí gonta.	Luaitear na buntáistí a bhaineann le siúl nó rothaíocht chun na scoile maidir le sláinte na bpáistí	Luaitear an tábhacht le criosanna sábhála a chaitheamh	
Tugtar rabhadh, fíricí agus statisticí dúinn chomh maith le cuid mhór eolais ar riachtanais de réir an dlí	Tugtar eolas don léitheoir ar an chód sábhála i ndóigh atá soiléir soléite	Tá cuid mhór scríbhneoirreachta ann agus tugtar a lán eolais dúinn	
Tá an teanga agus an t-ábhar a úsáidtear dírithe ar dhaoine fásta	Tá an teanga agus an t-ábhar a úsáidtear dírithe ar pháistí óga	Úsáidtear an modh ordaitheach dearfach agus diúltach amhail bí cinnte, bain leas as, ná rith, ná hól	

The following wording will serve as a guide to what could appear in the candidate's response. This should be used in conjunction with the banded mark scheme which follows.

Banded Mark Scheme

			AVAILABLE MARKS
3	The candidate has effectively identified the differences and similarities between the two inserts using complex sentence structures with very few errors in spelling, punctuation and grammar. It will be apparent that they have fully understood the materials read and how the language impacts on the reader.	7–9	
2	The candidate has identified an appropriate amount of differences and similarities between the two inserts using more complex sentence structures with few errors in spelling, punctuation and grammar. It will be apparent that the candidate has attempted to address the language register and how this impacts on the reader.	4–6	
1	The candidate has identified the most obvious differences and similarities between the two inserts in short basic sentences which may contain errors in spelling, punctuation and grammar.	1–3	
	No meaningful communication	0	

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3 Translation into English

Suggested translation

AVAILABLE MARKS

1	Bullying – a nightmare for a lot of school pupils today, and from the beginning of time probably.	
2	But why do certain people do it? There are a lot of reasons, according to the experts.	
3	For example, some children enjoy making other children cry because of some threat.	
4	Some of them are jealous that other people have better lives or because they themselves are being bullied at home.	
5	Whatever the cause the majority of them have the same thing in common – they are unhappy in themselves.	
6	In spite of all this we are encouraged at times to pity them or be understanding but I'd say this would be difficult when they have you by the throat!	

Level	Marking Criteria: Writing: Communication and idiomatic use of language	Marks	AVAILABLE 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 where 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	10
Total marks			40