



**General Certificate of Secondary Education
2016**

Gaeilge

Páipéar 1:
Léitheoireacht

[G9566]

**TUESDAY 14 JUNE, MORNING
DÉ MÁIRT 14 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 | Listening and Speaking <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 | Reading <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 | Writing <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 Oireachtas na Gaeilge

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- (a) Bhí Oireachtas na Gaeilge ar siúl den chéad uair. [1]
- (b) Féile leathlae a bhí ann/d'fhreastail os cionn míle duine uirthi/d'éirigh chomh maith sin leis gur shocraigh lucht a eagraithe go mbeadh an tOireachtas ann gach bliain as sin amach. **Any two.** [2]
- (c) Dhá chomórtas filíochta/comórtas aistí/comórtas do chnuasach dánta, amhráin nó scéalta Gaeilge nár cuireadh i gcló/comórtas reacaireachta. **Any three.** [3]
- (d) De thairbhe brú millteanach ón ghrúpa 'Cearta Sibhialta na Gaeltachta'. [1]
- (e) Grúpa daoine óga/a raibh fuil dhearg an dúchais ina gcuislí acu/bhí fíis acu don Ghaeilge/don Ghaeltacht/is as a gcuid agóidíochta agus/gníomhaíochta a tháinig aon dul chun cinn mór. **Any four.** [4]
- (f) (i) Aitheantas a thabhairt d'oibrithe sna meáin chumarsáide/duaiseanna ar fáil do na cláir theilifíse agus raidió is fearr/do na hiriseoirí, na haisteoirí agus na láithreoirí is fearr. Ceann de na príomhimeachtaí a chuireann Oireachtas na Gaeilge ar siúl. **Any two.** [2]
- (ii) Féile ealaíon don óige/ina gcuirtear imeachtaí/comórtais/agus ceardlanna ar siúl. **Any two.** [2]

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- 2 (a) Fágann sé roic i do chraiceann [1]
- (b) (i) Ardaíonn [1]
- (ii) Nach mbeadh siad in ann [1]
- (iii) Baint [1]
- (iv) Laghdófar an riosca [1]
- (v) Maidir leis na rátaí de na fir [1]

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

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.

| Póstaer 1 | Póstaer 2 | Cosúlachtaí |
|---|---|--|
| Dírthe ar na míbhuntáistí a bhaineann le caitheamh tobac | Dírthe ar an dochar a dhéanann an caitheamh ar an chorp | Bunaithe ar an ábhar céanna, is é sin an dochar a dhéanann toitíní don tsláinte |
| Tá an teanga agus an t-ábhar a úsáidtear dírithe ar pháistí óga den chuid is mó | Tá an teanga agus an t-ábhar a úsáidtear dírithe ar dhaoine fásta ach fóirsteanach do gach aoisghrúpa chomh maith | Baintear úsáid as léaráidí éifeachtacha, bolgáin agus pictiúir dhaite a théann i bhfeidhm ar an léitheoir |
| Cuirtear béim ar leith ar roinnt frásaí gonta agus scríobhtar i ndath dearg iad | Tá an t-eolas a thugtar diúltach agus gruama ach téann an teachtaireacht trasna go soiléir | An leagan amach céanna idir cló trom, pointí, ailt le fotheidil atá intuigthe tarraingteach chun aird an léitheora a mhealladh |
| Tugtar fíricí agus eolas ar riachtanais de réir an dlí | Tugtar fíricí agus staitisticí dúinn | Tá cuid mhór scríbhneoireachta ann agus tugtar a lán eolais ar an ábhar dúinn |
| Spreagtar daoine óga gan toiseacht ar an chaitheamh nó éirí as má chaitheann siad | Tugtar cuid mhór eolais agus fíricí dúinn ar an damáiste a dhéantar do bhaill an choirp | Déantar tagairt do na híobartaigh sa dá phóstaer |

[9]

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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

| | | |
|----------|---|------------|
| 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

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| | |
|---|---|
| 1 | There have been great changes in sporting affairs since the Olympic games began over two thousand years ago. |
| 2 | There was a time when sport was a pastime which people took part in for the good of their health. Today it is a very serious business indeed. |
| 3 | The best athletes earn too much money and the gold medal is not a symbol of glory anymore but a good opportunity to amass money. It is said that it is more important to take part than to win but can that be said at present? I don't think so! |
| 4 | The sports organisations and soccer clubs are greatly under the control of the TV companies because they pay them so much money to get the rights to put the games on the screen. |
| 5 | The question is, is this investment doing any good for the standard of sport? |
| 6 | There are people who are of the opinion that there is no improvement in the standard not because of money but because of the drugs some athletes use. This occurs as there is pressure on them to keep up the standard. |

| Level | Marking Criteria: Writing: Communication and idiomatic use of language | Marks |
|----------|--|-------------|
| 3 | The candidate communicates very clearly and effectively, using and adapting forms and selecting vocabulary appropriate to task and purpose. The candidate has a very good command of idiom and vocabulary appropriate to this level. | 8–10 |
| 2 | The candidate communicates adequately, using and adapting some forms and selecting some vocabulary appropriate to task and purpose. The candidate has some command of idiom and vocabulary but control is inconsistent. | 4–7 |
| 1 | The candidate shows some basic ability to communicate; there is modest selection of vocabulary appropriate to task and purpose. The candidate has a modest command of idiom and vocabulary. | 1–3 |
| 0 | No meaningful communication. | 0 |

Total marks

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10

40