



**General Certificate of Secondary Education
2017**

Gaeilge

**Páipéar 1
Léitheoireacht**

[G9566]

**TUESDAY 13 JUNE, MORNING
DÉ MÁIRT 13 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.

	AVAILABLE MARKS
<p>1 (a) Thug siad taispeántas mar chuid d'Fhéile Learphoill/Ceiliúradh Cultúr na hÉireann. [1]</p> <p>(b) Scriosadh í/nuair a thit buama loiscneach/ní raibh fágtha ach na ballaí/ agus an túr. Any three [3]</p> <p>(c) Caomhnaíodh í/lucht meisce/agus na handúiligh ina suí ar na céimeanna/ in úsáid mar ionad spásléirithe/ag Urban Strawberry Lunch. [4]</p> <p>(d) Rouen/Cóbanhávan/Aviles sa Spáinn [3]</p> <p>(e) Tháinig gathanna gréine trí na frámaí fuinneoige/spotsolas ar an ardán. [2]</p> <p>(f) Réaltaí móra ag seinm ann/meallann sé turasóirí as an-chuid tíortha. [2]</p>	15
<p>2 (a) Léirítear go ngnóthaíonn daltaí gaeilscoile chomh maith lena gcomhghleacaithe neamh-thumoideachais nó níos fearr ná iad i scileanna béil agus matamaitice a riartar sa Bhéarla. [1]</p> <p>(b) (i) Tuilleadh [1]</p> <p>(ii) Níos éasca [1]</p> <p>(iii) Úsáid [1]</p> <p>(iv) A dhaingniú [1]</p> <p>(v) Léargas [1]</p>	

(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 buntáistí a bhaineann le Gaeilge san earnáil ghnó	Dírthe ar na buntáistí a bhaineann le oideachas trí mheán na Gaeilge	Bunaithe ar an ábhar céanna sé sin buntáistí na Gaeilge i saol an lae inniu
Tá an teanga agus an t-ábhar a úsáidtear dírithe ar dhaoine fásta.	Tá an teanga agus an t-ábhar a úsáidtear dírithe ar oideachasóirí agus tuismitheoirí ach fóirsteanach do dhaltaí scoile freisin.	Baintear úsáid as léaráidí éifeachtacha, bolgáin agus pictiúir dhaite a théann i bhfeidhm ar an léitheoir.
Cuirtear béim ar leith ar roinnt frásaí gonta, scríobhtar i ndathanna éagsúla iad agus baintear úsáid as pointí le hurchair.	Téann an teachtaireacht trasna go héifeachtach leis na léaráidí daite atá le feiceáil.	An leagan amach céanna- idir cló trom, pointí, ailt le fotheidil atá intuigthe tarraingteach chun aird an léitheora a mhealladh
Cuirtear síos ar eagraíochtaí a chuidíonn le daoine gnó Gaeilge a bhunú.	Cuirtear síos ar dhóigheanna chun tacaíocht a thabhairt do thuismitheoirí.	Tá cuid mhór scríbhneoireachta ann agus tugtar a lán eolais ar an ábhar dúinn.
Spreagtar daoine chun úsáid a bhaint as an Ghaeilge mar uirlís ghnó.	Spreagtar daoine chun oideachas trí mheán na Gaeilge a fháil.	Cuidíonn na léaráidí go mór leis an teachtaireacht a chuireann an t-údar in iúl don léitheoir.
Níos foirmeálta ná Póstaer 2	Tugtar cuid mhór eolais agus fíricí dúinn.	Tá teachtaireacht dhearfach faoin Ghaeilge ag an dá Phóstaer.

AVAILABLE
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.

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

AVAILABLE
MARKS

15

3 Translation into English

Suggested translation

AVAILABLE
MARKS

1	It happened recently that I was to visit my friend who lived in the city. He was forever boasting of how Irish his area was and many's the time there were arguments about that/many a time there was an argument about that.
2	I have to admit that I never believed him but wasn't I surprised when I reached his street!
3	Irish could be seen everywhere: bilingual street signs, shops with advertising in Irish and Irish speakers to be heard everywhere.
4	I nearly fainted, I couldn't believe it. There is enough Irish to be heard in my own town, sure enough, but it is not as widespread as it is here with only English to be heard in the surrounding area.
5	Of course my friend started teasing me straight away but it didn't annoy me as I deserved it.
6	However, at the same time, it set me thinking about the possibilities that are out there and the other things that I could be doing.

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 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

Total marks

AVAILABLE
MARKS

10

40