



General Certificate of Secondary Education
2018

Gaeilge

Páipéar 1:
Léitheoiréacht

[G9566]

TUESDAY 12 JUNE, AFTERNOON
DÉ MÁIRT 12 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
1	(a) Go dtabharfaidh an Stát ó dheas aitheantas oifigiúil do bhliain na Gaeilge 2018/go bhfuil machnamh á dhéanamh ag a Roinn ar an cheist. Any one.	[1]
	(b) Ní raibh siad sásta tacaíocht a thabhairt in 2013/ba rud píolótach é/beidh 2018 níos oifigiúla.	[3]
	(c) Go mbeadh an dá rialtas ag tacú leis/tá spéis léirithe ag 45 grúpa/tá an obair ullmhúcháin tosaithe cheana.	[3]
	(d) Dhéanfadh sé maitheas/bheadh ciall leis/bheadh muid ag súil leis go mbeadh gach Roinn páirteach ann.	[3]
	(e) Gur eol dó go bhfuil sé á lorg/go bhfuil na féidearthachtaí ina leith á mbreithniú aige/beidh an cheist le plé tuilleadh.	[3]
	(f) Aitheantas dul chun cinn leis an Ghaeilge a chaomhnú/a bhuanú/a chur chun cinn i slí nua-aoiseach dhearfach. Any two.	[2]
		15

		AVAILABLE MARKS
2	(a) Is féidir leo idirghníomhú le stíl mhaireachtála dhigiteach na bpáistí	[1]
	(b) (i) Úsáid	[1]
	(ii) Cruthaítear roinnt fadhbanna móra dá bharr	[1]
	(iii) Áis thatneamhach é an t-idirlíon/Is áis spreagúil spraíúil é	[1]
	(iv) Aireach/coimhéadach	[1]
	(v) An éifeacht is féidir a bheith ag an ábhar seo	[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
Luaitear staitisticí agus fíricí faoi úsáid an idirlín	Ní luaitear staitisticí ann ach tá fíricí agus tuairimí ann	Tá níos mó cosúlachtaí ná difríochtaí ann. Baineann an dá phóstær leis an ábhar céanna, is é sin na meáin shóisialta/ sábháilteacht ar an idirlín
Tá an teanga agus an t-ábhar a úsáidtear dírithe ar thuismitheoirí	Tá an teanga agus an t-ábhar a úsáidtear dírithe ar dhaoine óga go háirithe daltaí scoile	Tugtar treoir agus comhairle ar na dóigheanna is fearr le coinneáil slán sábháilte ar líne agus na dóigheanna is fearr le cosaint a fháil
Ní úsáidtear bolgáin ar bith agus tá níos lú pictiúr i gceist. Tugtar treoir agus cuid mhór eolais le cuidiú le tuismitheoirí	Luaitear cuid de na contúirtí a bhaineann leis an líonra sóisialta, mar shampla goid céannachta, cibearbhulaíocht, agus mangaireacht fónin	Tá an leagan amach mar an gcéanna. Baintear úsáid as léaráidí éifeachta, pointí urchair, cló trom agus ailt le fotheidil atá intuigthe tarraingeach. Baintear úsáid as pictiúir dhaite chun aird an léitheora a mhealladh
Déantar tagairt do na fáthanna a mbaineann an t-aos óg úsáid as an idirlín	Tá níos mó scríbhneoireachta ann. Cuirtear níos mó béime ar na contúirtí a bhaineann le bheith ar líne	Úsáidtear an Modh Ordaitheach chun cur ina luí ar an léitheoir na contúirtí a bhaineann leis an nuatheicneolaíocht. Luaitear go bhfuil buanna/buntáistí ag baint le húsáid an idirlín

Banded Mark Scheme

Level	Marking Criteria: Writing: Communication and idiomatic use of language	Marks	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]	
			[9]
			15

3 An FheisAVAILABLE
MARKS

The Feis will take place again this year from 1 April to 6 April. There are a lot of debates about the Feis. People complain about the dancing competition in particular: the cost of dresses, the make-up, the wigs, etc.

The Feis mummies grumble. The Feis children cry. The organisers are exhausted. However, that doesn't matter, the majority of contestants really enjoy the occasion. They gain self-confidence.

Young and old have a chance to practice their skills. There is a festival atmosphere. As for Irish, there are more than thirty competitions.

School children are given the opportunity to practice their oral and Gaeltacht scholarships are available in certain competitions.

In spite of the complaints, you have to admit that the Feis is one of the biggest cultural events in this country.

The Feis organisers deserve high praise and I hope that they will have the full support of the community, particularly this year. [10]

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	40