



General Certificate of Secondary Education
2019

Gaeilge

Páipéar 1
Léitheoireacht

[G9574]

FRIDAY 31 MAY, AFTERNOON
AOINE 31 BEALTAINÉ, 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 markers 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. • Undertake 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 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 employing accurate spelling, punctuation and grammar. <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

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 of 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. This is achieved through a four-band mark scheme which includes a zero.

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 to 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.

- 1 (a) Ag úsáid an eolais sa tsliocht aimsigh cúiseanna atá luaite ag an scríbhneoir a chuireann in iúl cé chomh tromchúiseach is atá an t-athrú aeráide.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frásaí gairide nó abairtí gairide a úsáid chun freagraí a thabhairt.

To address this question candidates are required to read and understand texts, selecting material appropriate to purpose.

In order for candidates to achieve up to five marks they need to reference relevant indicative content, which may include the following:

- An dúshlán timpeallachta, sóisialta agus eacnamaíochta is tromchúisí atá le sárú ag an chine daonna.
- Ag déanamh dochair don chiseal ózóin.
- Beidh tionchar ollmhór agus forleathan ag an athrú aeráide agus rachaidh sé i bhfeidhm ar gach aon ghné den saol.
- Is scéal imníoch é sin do mhuintir na hÉireann, dóibh siúd go háirithe a chónaíonn ar an chósta.
- Is ceist ollmhór é atá ag dó na geirbe ag an rialtas le blianta anuas.
- Is féidir leis na hathruithe inár n-aeráid an dóigh a mairimid a athrú go hiomlán.
- Tá an baol ann go ndéanfar dochar don chomhshaol, do ghnáthóga nádúrtha, do bharra agus don soláthar bia.
- Beidh tionchar mór aige ar shláinte agus ar fholláine an duine.
- Tá athrú na haimsire feicthe againn...ar fud an domhain.
- Tá ár bpláinéad ag téamh go gasta...an teocht ag ardú.
- Gníomhartha an duine...ar fud an domhain.
- Má leanaimid ar aghaidh...maláire.
- Níl insint scéil ar...an duine.
- Na gníomhaíochtaí is mó...breoslaí iontaise.
- Milleann báisteach aigéadach na foraoisí...éiceachórais.

Additional relevant material, not included in the above indicative content, can be credited. [5]

AVAILABLE
MARKS

- (b) Leis an eolas sa tsliocht, mínigh dhá dhóigh a shíleann tú ar éirigh leis an scríbhneoir na rioscaí don tsláinte a léiriú tríd an stíl teanga.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frasaí gairide nó abairtí gairide a úsáid chun freagraí a thabhairt.

In order for candidates to achieve up to four marks in each section they need to reference relevant indicative content, which may include the following:

- Níl insint scéil ar an oiread ceimiceán a dhéanann dochar don chiseal ózóin chomh maith le sláinte an duine.
- Tá na hiarmhairtí le feiceáil ar fud an domhain.
- Ar a bharr sin beidh tionchar mór aige ar shláinte agus ar fholláine duine.
- Dá dtarlódh cogadh núicléach seans go scriosfaí sinn go léir.
- Beidh éifeachtaí gearrthéarmacha agus fadtéarmacha i gceist chomh maith le méadú ar ghalair thógálacha amhail maláire.
- Na mílte bás ar fud an domhain.
- Caithfimid gníomhú le chéile chun go mbeadh domhan sábháilte againn.

For each way;

Award [0] for a response not worthy of credit.

Award [1]–[2] for a brief statement about how the writer succeeds in revealing the risks to health by referencing some relevant language content related to health.

Award [3]–[4] for a comprehensive explanation about how the writer succeeds in revealing the risks to health by comprehensively referencing some relevant language content related to health.

Additional relevant information, not included in the above indicative content, can be credited.

(4 × [2])

[8]

AVAILABLE
MARKS

- (c) Mínigh trí dhóigh a ndéanann an t-údar iarracht tionchar a imirt ar an léitheoir maidir le réiteach na faidhbe seo.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frásaí gairide nó abairtí gairide a úsáid chun freagraí a thabhairt.

In order for candidates to achieve up to six marks in total they need to reference relevant indicative content, which may include the following:

- Caithfidh comhlachtaí agus monarchana a bheith níos cúramaí faoin dóigh a bhfaightear réidh le bruscar agus le ceimiceáin nimhiúla.
- Ar a laghad tá daoine níos eolaí ar na hiarmhairtí sa lá atá inniu ann.
- Déantar iarrachtaí tabhairt faoin fhadhb trí chóras iompair phoiblí a fheabhsú, trí laghdú, athchúrsáil agus athúsáid a dhéanamh.
- Moltar dúinn fuinneamh a choigilt, astaíochtaí de gháis ceaptha teasa a laghdú trí níos mó fuinnimh in-athnuaite a úsáid amhail gaoth agus solas na gréine.
- Déanta na fírinne má ardaítear cánacha ar rudaí a dhéanann dochar don atmaisféar beidh daoine níos cúramaí.
- An dea-scéal ná go bhfuil bearta á ndéanamh ag a lán tíortha de chuid an Aontas Eorpaigh, chun dul i ngleic leis an athrú aeráide go práinneach.
- Is féidir leis an ghnáthdhuine an dramhaíl a scagadh sa bhaile agus feidhm a bhaint as an ionad áitiúil athchúrsála.
- Caithfidh gníomhú le chéile.

For each way:

Award [0] for a response not worthy of credit.

Award [1] for a brief statement about how the writer succeeds in influencing the reader regarding a solution. There may be limited appropriate references to language style.

Award [2] for a comprehensive explanation about how the writer succeeds in influencing the reader regarding a solution to the problem. There will be appropriate and detailed referencing to language style.

Additional relevant information, not included in the above indicative content, can be credited.

(3 × [2])

[6]

AVAILABLE
MARKS

- (d) Bain úsáid as focail agus frásaí ón tsliocht le ceithre dhóigh a mhíniú ar éirigh leis an údar iarmhairtí ón athrú aeráide a chur i láthair an léitheora.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frásaí gairide nó abairtí gairide a úsáid chun freagraí a thabhairt.

In order for candidates to achieve up to eight marks in total they need to reference relevant indicative content, which may include the following:

- Dé-ocsáid charbóin, a scaoiltear isteach san atmaisféar, a dhéanann dochar don chiseal ózóin agus do shláinte an duine chomh maith.
- Rachaidh sé i bhfeidhm ar gach aon ghné den saol.
- Tá ár bpláinéad ag téamh go gasta. Tá an t-oighearshruth ag leá agus tá leibhéal na bhfarraigí ag dul in airde.
- Tá athrú na haimsire feicthe againn cheana féin leis an bháisteach, na tuilte, an triomach agus na stoirmeacha.
- Leanfaidh an teocht ag ardú.
- Beidh éifeachtaí gearrthéarmacha... Méadú ar ghalair thógálacha.
- Milleann báisteach aigéadach na foraoisí agus leagtar crainn dá bharr sin.
- Tá an baol ann go ndéanfar dochar don chomhshaol, do ghnáthóga nádúrtha, do bharra agus don soláthar bia.
- Cruthaíonn sé brú sa bhreis ar éiceachórais.

For each way:

Award [0] for a response not worthy of credit.

Award [1] for a brief statement about how the writer succeeds in influencing the reader regarding a solution. There may be limited appropriate references to language style.

Award [2] for a comprehensive explanation about how the writer succeeds in influencing the reader regarding a solution to the problem. There will be appropriate and detailed referencing to language style.

Additional relevant information, not included in the above indicative content, can be credited.

(4 × [2])

[8]

AVAILABLE
MARKS

- 2 Úsáid an t-iatán, 'Cén sórt fáis ba mhaith leat a fheiceáil ar Bhéal Feirste idir sec agus 2035?', leis na ceisteanna seo a leanas a fhreagairt.

AVAILABLE
MARKS

- (a) (i) Scríobhadh an t-alt seo le míniú a thabhairt ar phlean forbartha Chomhairle Cathrach Bhéal Feirste a chur in iúl. Léirigh tagairtí atá le feiceáil san iatán, focail, frásaí nó abairtí a thugann le fios nach n-aontaíonn an t-údar leis na focail 'Plean forbartha.'

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frásaí gairide nó abairtí gairide a úsáid chun freagra a thabhairt.

Answers may include the following:

'Deir sé go bhfuil aidhmeanna uailmhianacha ann gan dabht ach, i bhfírinne is próiseas comhairliúcháin eile é seachas plan.

Cuirtear in iúl nach bhfuil sa cheist, 'Cén sórt fáis a ba mhaith a fheiceáil ar an chathair idir seo agus 2035?', ach an chéad chéim den phlean forbartha. [4]

- (ii) Aimsigh tionchar an údair sa téacs a léiríonn na fáthanna ar thit daonra Bhéal Feirste.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frásaí gairide nó abairtí gairide a úsáid chun freagra a thabhairt.

Cuirtear in iúl gur thit an daonra go tobann de bharr na dTrioblóidí agus d'fhág suas le 100 000 duine an chathair.

D'aistrigh daoine amach as lár na cathrach chuig tithe úra a tógadh i mbruachbhailte.

Bhailigh cuid acu leo as Tuaisceart Éireann ar fad.

Dúradh go mbíonn an chathair tréigthe cé is moite de dhaoine ag teacht isteach chuig bialanna nó le haghaidh spraoi. [4]

- (b) Úsáid an t-iatán, 'Cén sórt fáis ba mhaith leat a fheiceáil ar Bhéal Feirste idir seo agus 2035?', leis na ceistanna seo a leanas a fhreagairt.

Scríobh alt 150 focal a chuireann síos ar an dóigh a mbaineann an t-údar úsáid as teanga le dul i bhfeidhm ort agus tú ag léamh an ailt.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir frásaí gairide nó abairtí gairide a úsáid chun freagra a thabhairt.

Ón chéad líne, úsáidtear teanga dhearfach agus dhiúltach le hidirdhealú a dhéanamh idir na Trioblóidí agus an lá inniu agus le cur síos ar 'Phlean Forbartha Bhéal Feirste' – 'Tá aidhmeanna uailmhianacha ann gan dabht, tá sé níos fearr ná mar a bhíodh', 'Is annamh a d'fheicfeá teaghlaigh agus páistí leo sa chathair tar éis am gnó', 'Tá dornán beag sráideanna a bhfuil cónaí ar dhaoine iontu ach is daoine aosta iad den chuid is mó.'

Cuirtear síos go soiléir ar aidhm Chomhairle Cathrach Bhéal Feirste ó thaobh cúrsaí forbartha de agus leagtar amach sonraí agus fíricí go cruinn – 'Is é mian na Comhairle Cathrach an daonra a mhéadú ón 340 000 atá anois ann go 400 000 – an leibhéal a bhí ann roimh na Trioblóidí.' Is í 2035 an spriocam. Chun an plan a chur i gcrích, chaithfí 37 000 teach nó árasán a thógáil agus 46 000 post nua a chruthú.

Cuirtear in iúl go bhfuil an t-údar deimhneach faoin aidhm – 'Cuspóir fiúntach é plan a ullmhú agus a fhoilsiú a leagfaidh síos téarmaí tagartha le haghaidh gach cinéal forbartha sa chathair.

Tugann sé ar an léitheoir machnamh a dhéanamh – 'Ach an mbeidh smacht ag an Chomhairle Cathrach ar phleanáil sa chathair?'

Na híomhánna, ceist reitriciúil agus staitisticí in úsáid ag an údar. [15]

AVAILABLE
MARKS

The following mark scheme should be applied to award an overall appropriate mark for this element.

Bands		Marks
3	The candidate effectively identifies the aims employed by the writer with ease. They clearly understand the approach of the writer and the linguistic devices engaged. They are clearly able to use the indicative content and show how this was employed by the writer to influence the reader. They are able to select clear examples from the article and link them to valid insights. Their understanding of the text is clear allowing them to explore how the language register impacts on the reader.	[11]–[15]
2	The candidate identifies the aims employed by the writer with some difficulty. They understand some of the writer's approaches and some of the linguistic devices engaged. They are able to use the indicative content and, at times, show how this was employed by the writer to influence the reader. They are able to select some examples from the article but find it difficult to link them to valid insights. Their understanding of the text is fairly clear allowing them to explore, to some degree, how the language register impacts on the reader.	[6]–[10]
1	The candidate identifies few, if any, aims employed by the writer. They have little understanding of the writer's approaches and few of the linguistic devices engaged. They are able to use only some, if any, of the indicative content but have difficulty in showing how this was employed by the writer to influence the reader. They are able to select very few examples from the article and find it difficult to link them to valid insights. Their understanding of the text is poor which inhibits their ability to explore how the language register impacts on the reader.	[1]–[5]

AVAILABLE
MARKS

[15]

- 3 Tory is an enchanting island situated nine miles off the west coast of Donegal. It is a special place lying in the middle of the Atlantic Ocean, the furthest north-western dwelling place in Europe apart from Iceland. It is three miles long and less than a mile in width, with three towns; West Town, Middletown and East Town.

At present it has only approximately one hundred and fifty inhabitants. In the past hundred years a sharp decline in population has occurred, owing to the lack of employment opportunities and the emigration that occurred as a result of that.

The situation was worse during the eighties when half the population moved to Falcarragh due to hardship and lack of island services. The government recognised that there was a danger that the really valuable traditional island life would be lost and the islanders were given the proper support to return.

A ferry boat travels to the island regularly from Machaire Rabhartaigh quay and it is possible to get another boat from Bunbeg, but that journey takes ninety minutes compared to fifty minutes from Machaire Rabhartaigh.

The islanders are very resilient and independent as they have to endure the fierce harsh winters. They know, however, how to enjoy life by practising a strong culture of music, storytelling and dance.

No one word can describe the rugged beauty of the island, the indomitable/ resolute spirit of its people or their rich cultural heritage. [10]

Total

AVAILABLE
MARKS

10

60

Examiners should mark the passage holistically using the criteria below to allocate a band and then an appropriate overall mark out of 10.

Bands	Marking Criteria	Marks
4	The candidate clearly understands the text, effectively using and adapting forms and selects vocabulary appropriately to purpose. They select appropriate comparisons in the text accurately. They can sustain the writer's interpretations and perspectives. The candidate has a very good command of idiom and clearly and effectively displays a very good command of the target language.	[8]–[10]
3	The candidate understands the text, effectively using and adapting forms and can select some vocabulary appropriately to purpose. They select appropriate comparisons in the text accurately. They can sustain most of the writer's interpretations and perspectives. The candidate has a good command of idiom and displays a good command of the target language.	[5]–[7]
2	The candidate understands most of the text but has a difficulty in using this effectively. There are few occasions when they adapt forms and they have a difficulty in selecting vocabulary appropriate to purpose. They find it difficult to select appropriate comparisons in the text. The candidate has a basic command of idiom and displays a poor command of the target language.	[3]–[4]
1	The candidate understands very little of the text and has a difficulty in using this in any meaningful manner. They have a poor command of idiom and displays a meagre command of the target language.	[1]–[2]
0	No meaningful communication.	[0]

**AVAILABLE
MARKS**