



General Certificate of Secondary Education  
2019

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## Gaeilge

Páipéar 2  
Scríbhneoiracht

[G9575]

FRIDAY 7 JUNE, AFTERNOON  
An Aoine 7 Meitheamh, Tráthnóna

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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	<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences.</li> <li>• Listen and respond to speakers' ideas and perspectives.</li> <li>• Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together.</li> <li>• Undertake and sustain different roles.</li> <li>• Evaluate the impact of spoken language choices in their own and others' use.</li> </ul>
AO2	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.</li> <li>• Develop and sustain interpretations of writers' ideas and perspectives.</li> <li>• Explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and to engage and influence the reader.</li> </ul>
AO3	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Use a range of sentence structures for clarity, purpose and effect employing accurate spelling, punctuation and grammar.</li> </ul> <p><b>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.</b></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 **Examiners:** This question has a total of 35 marks which are based on the mark bands below.

AVAILABLE MARKS

		AO3 (iii)	
<b>Bands</b>	<b>Performance Descriptors</b>	<b>Marks</b>	
<b>3</b>	The candidate structures their sentences to show purpose and intent and to offer clarity with accurate punctuation and spelling.	<b>[11]–[15]</b>	
<b>2</b>	The candidate structures their sentences to show some purpose and intent while offering some clarity with mostly accurate punctuation and spelling with common vocabulary.	<b>[6]–[10]</b>	
<b>1</b>	The candidate structures their sentences with little purpose and intent and offers some clarity although punctuation and spelling may show limited accuracy.	<b>[1]–[5]</b>	
<b>0</b>	No meaningful communication.	<b>[0]</b>	

		AO3 (i) (ii)	
<b>Bands</b>	<b>Performance Descriptors</b>	<b>Marks</b>	
<b>4</b>	The candidate communicates at a very high level and can select vocabulary appropriate to the task, which often includes a variety of forms. They organise their information and ideas into structured and sequenced sentences and paragraphs using a variety of linguistic and structural features to support cohesion and overall coherence. They display an excellence in the way the language is structured and they apply the grammar of the language appropriately.	<b>[16]–[20]</b>	
<b>3</b>	The candidate communicates clearly with effect selecting vocabulary appropriate to the task, which may include a variety of forms. They organise their information and ideas into structured and sequenced sentences and paragraphs using some linguistic and structural features to support cohesion and overall coherence. They display a good understanding in the way the language is structured and how the grammar of the language is applied.	<b>[11]–[15]</b>	
<b>2</b>	The candidate communicates with some difficulty which extends to the selection of appropriate vocabulary, which may include a small variety of forms. They organise some of their information and ideas into structured and sequenced sentences and some paragraphs. They struggle to use linguistic and structural features to support cohesion and overall coherence. They display a satisfactory understanding in the way the language is structured while they may have some difficulty in applying the grammar of the language appropriately.	<b>[6]–[10]</b>	

			AVAILABLE MARKS
1	The candidate communicates on a basic level. The selection of appropriate vocabulary is limited. They attempt to organise some of their information and ideas into structured and sequenced sentences which may have a simplistic approach. They struggle with any linguistic and structural features to support cohesion and overall coherence. They display a poor understanding in the way the language is structured and they may have an inability in applying the grammar of the language appropriately.	[1]–[5]	
0	No meaningful communication.	[0]	35

2 **Examiners:** Each section is marked out of 2AVAILABLE  
MARKS

Translate into Irish:

Aistriúchan Samplach/Suggested translation:

1	Cé acu ab fhearr leat, fanacht sa tír seo nó dul ar imirce?
2	Chuir mé iarratas isteach ar na mallaibh ar phost páirtaimseartha i lár na cathrach mar chúntóir siopa.
3	Tá aos óg an lae inniu ar nós cuma liom faoi fhadhbanna na seandaoine sa tsochaí/Is cuma le haos óg.
4	An saothróidís ní ba mhó airgid dá n-éireodh leo ina gcuid scrúduithe?
5	Ná cuir isteach uirthi anois le do thoil; ba chóir duit coinne a dhéanamh leis an fháilteoir chun bualadh léi níos moille.

Mark	Performance Descriptors
1	The correct vocabulary has been applied appropriately.
1	The correct sentence structure has been applied appropriately.

(5 × [2])

[10]

10

## 3 Translate into Irish:

Aistriúchan Samplach/Suggested translation:

Sentence	Translation sentence	Suggested translation	Credit	Do not credit
(a)	During the teenage years, as we go from childhood to adulthood, it is important to eat well and be active to support this phase of rapid growth and development. John and his sister, Claire provide a good example of how active teenagers should be.	I rith na ndéaga, agus muid ag athrú ó pháiste go duine fásta, tá sé tábhachtach a bheith ag ithe go maith agus a bheith gníomhach le tacú leis an fhás ghasta agus an fhorbairt. Léiríonn Seán agus a dheirfiúr, Clár, sampla maith den dóigh ar chóir do dhéagóirí gníomhacha a bheith.		
(b)	John is 16 years old. He plays several sports and cycles two miles to and from school each day. He trains two evenings a week after school and on Saturdays, and also plays a match most Sundays.	Tá Seán sé bliana déag d'aois. Imríonn sé cúpla spórt agus bíonn sé ag rothaíocht dhá mhíle ar scoil agus ar ais gach lá. Bíonn sé ag traenáil dhá thráthnóna sa tseachtain i ndiaidh na scoile agus ar an Satharn agus imríonn sé cluiche bunús gach aon Domhnach fosta.		
(c)	Each training session lasts about one hour and match days include 20 minutes warm up and 30 minutes per half.	Maireann gach seisiún traenála tuairim 's ar uair an chloig agus bíonn téamh suas fiche bomaite ann san áireamh agus tríocha bomaite ann do gach leath ar laethanta na gcluichí.		
(d)	He is also a member of the school volleyball team which trains for one hour a week after school. The team plays one to two competition matches monthly.	Is ball fosta é d'fhoireann eitpheile na scoile a bhíonn ag traenáil ar feadh uair an chloig gach seachtain i ndiaidh na scoile. Imríonn an fhoireann cluiche nó dhá chluiche comórtais in aghaidh na míosa.		
(e)	Claire is 14 years old and plays several sports, including basketball and tennis. She is a member of the school basketball team which trains for one hour a week after school. She is a member of the local tennis club and plays sports there at the weekend.	Tá Clár ceithre bliana déag d'aois agus imríonn sí cúpla spórt, cispeil agus leadóig san áireamh. Is ball í de chlub cispeile na scoile a bhíonn ag traenáil ar feadh uair an chloig sa tseachtain i ndiaidh na scoile. Is ball fosta í den chlub leadóige áitiúil agus imríonn sí spórt/spóirt ann ag an deireadh seachtaine.		
(f)	Could you say that you are as active as them?	An dtiocfadh leatsa a rá go bhfuil tú chomh gníomhach leo?		

This question has a total of 15 marks available. Examiners should mark the passage holistically using the criteria below to allocate a band and then an appropriate overall mark out of 15.

			AVAILABLE MARKS
Bands	Performance Descriptors	Marks	
4	The candidate communicates at a very high level. They can select vocabulary appropriate to the task, which often includes a variety of forms, while structuring their sentences to show purpose and intent. The candidate offers clarity with accurate punctuation and spelling with common vocabulary as well as some uncommon vocabulary. They apply the grammar of the language excellently. Their rendition of the materials is excellent and easily understood.	[12]–[15]	
3	The candidate communicates clearly with effect. When selecting vocabulary they do so appropriately to the task, which may include a variety of forms, structuring their sentences to show some purpose and intent. The candidate offers clarity with good punctuation and spelling with common vocabulary. They apply a sound competence when applying the grammar of the language. Their rendition of the materials is good, clear and easily understood.	[8]–[11]	
2	The candidate communicates with difficulty including their selection of vocabulary appropriate to the task. The structure of their sentences have little purpose or intent. They offer some clarity although punctuation and spelling may show limited accuracy. Their attempt to use linguistic features to help understanding is weak. Their competence in the way the language is structured and their application of grammar is weak. Their rendition of the materials is difficult to understand in places.	[4]–[7]	
1	The candidate communicates on a basic level. They have difficulty in selecting vocabulary appropriate to the task, if at all. The structure of their sentences have little or no purpose or intent. They attempt to offer some clarity but punctuation and spelling are very poor. There is limited, if any, attempt to use linguistic features to help understanding. Their competence in the way the language is structured and their application of grammar is rudimentary at best. Their rendition of the materials is very difficult to understand.	[1]–[3]	
0	No meaningful communication.	[0]	15
Total			60