



**General Certificate of Secondary Education
2019**

Irish

Unit 1: Listening

Higher Tier

[GIH12]

THURSDAY 9 MAY, MORNING

**MARK
SCHEME**

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.

Assessment objectives

Below are the assessment objectives for **GCSE Irish**.

Candidates must:

- AO1** understand and respond to different types of spoken language;
- AO2** communicate and interact effectively in speech;
- AO3** understand and respond to different types of written language; and
- AO4** communicate in writing.

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.

Where candidate responses are unclear and do not follow the question rubric the following guidelines for marking may also be used:

Candidates ignore the instruction/misapply the rubric.

- If candidates are instructed to answer a question in English and answer in the Target Language, or vice versa, they cannot be awarded marks for this.
- When candidates are asked to select answers from a list and they select more than instructed, they will have one mark deducted from the total amount of correct answers for every extra answer that they select, to a minimum mark of zero. For example if they are asked to select 4 correct phrases and they select 5, they will have 1 mark taken off the total amount of correct answers.
- If candidates are asked to select 4 and select 6, they will have 2 marks taken off the total amount of correct answers.

- If candidates are asked to select 1 answer and select more than one, they cannot receive any marks for the answer.

Candidates cross out a letter/unticks a box.

- If it is clear to the marker that one answer has been de-selected and another selected, the mark can be awarded for a correct answer.

English/Target Language answers.

- Mark schemes will include the anticipated responses and some others deemed credit-worthy by the examining team. These answers will be discussed at the standardising meeting and may be added to.

Quality of English/Target Language.

- Where spelling and grammar in English or the target language impedes understanding, candidates will not be awarded marks.

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 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.

Section A

Questions and answers in English.

			AVAILABLE MARKS
1	(a) Máirtín C (ice skating)	[1]	2
	(b) Nuala B (Christmas market)	[1]	
2	(a) (i) Banner	[1]	5
	(b) (iii) Fireworks	[1]	
	(c) (i) Motorbike	[1]	
	(d) (iii) Address	[1]	
	(e) (ii) Clock	[1]	
3	(a) (ii) There was an earthquake in Italy.	[1]	5
	(b) (iii) A lot of people are homeless.	[1]	
	(c) (i) The area affected is in the south of Italy.	[1]	
	(d) (ii) There are problems with the roads.	[1]	
	(e) (iii) The government has posted information online.	[1]	
4	(a) (iii) Orla stayed in a youth hostel in London.	[1]	6
	(v) Orla did a variety of things on holiday.	[1]	
	(b) (iii) Orla thinks that art is interesting.	[1]	
	(iv) According to Orla, London is busy.	[1]	
	(c) (i) Orla's parents went on a cruise.	[1]	
	(iii) Orla likes to relax.	[1]	

5	(a) Country/countryside	[1]	AVAILABLE MARKS
	(b) Social (life/aspect)	[1]	
	(c) Not as many/fewer [1] subjects [1]	[2]	
	(d) Results	[1]	
	(e) An apprenticeship	[1]	
	(f) Qualifications	[1]	
6	(a) (ii) Nóra broke her phone.	[1]	7
	(b) (ii) Nóra likes taking photos.	[1]	
	(c) (iii) Nóra keeps her phone in her blazer.	[1]	
7	(a) (ii) sore head	[1]	3
	cycling on/fell off (his bike) (any one)	[1]	
	(b) (i) sore back	[1]	
	sofa/furniture	[1]	
	(c) (iii) sore hand	[1]	
	cooking	[1]	
	(d) (iii) foot	[1]	
	gardening	[1]	
8	(a) Horror	[1]	8
	(b) Netball [1] competition [1]	[2]	
	(c) Crossword	[1]	
	(d) Grandfather [1] (He lives) alone [1]	[2]	
Section A			42

Section B

Questions and answers in Irish.

			AVAILABLE MARKS
9	(a) tríocha/30	[1]	4
	(b) dó dhéag/12 (a chlog).	[1]	
	(c) aimsir/ghaoth/lá/maidin	[1]	
	(d) uisce/deoch.	[1]	
10	(a) (i) Níl post ag mamaí Aoife anois.	[1]	6
	(ii) Bhí mamaí Aoife ina múinteoir.	[1]	
	(b) (i) Tá daidí Aoife ag obair i ngaraíste.	[1]	
	(ii) Is maith le daidí Aoife an obair.	[1]	
	(c) (i) Is rúnaí í Aoife.	[1]	
	(ii) Téann Aoife ar laethanta saoire í mí Lúnasa.	[1]	
11	(a) G	[1]	3
	(b) B	[1]	
	(c) D	[1]	
12	(a) (i) Tá fear céile ag Bríd.	[1]	5
	(b) (ii) Tá Bríd ina cónaí in Ard Mhacha.	[1]	
	(c) (i) Is maith le Bríd labhairt le daoine eile.	[1]	
	(d) (ii) Deir Síle go bhfuil an ceantar leadránach.	[1]	
	(e) (ii) Ba mhaith le Síle bheith ina cónaí i gcathair.	[1]	
Section B			18
Total			60