



General Certificate of Secondary Education

Gaeilge

Páipéar 1
Léitheoireacht

[G9574]

Assessment

**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 cad é a thugann an daonaíreamh le fios ó thaobh na Gaeilge de.

Is féidir abairtí sa téacs a úsáid focal ar fhocal. Is féidir fráasaí 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:

- tháinig laghdú ar líon na gcainteoirí laethúla Gaeilge
- ba ‘údar díomá’ iad
- ba ‘údar imní’ iad
- léiriú a bhí ann ar fhaillí an Rialtais i leith na teanga
- agus ar theip na Straitéise 20 Bliain don teanga

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

AVAILABLE
MARKS

- (b) Leis an eolas sa tsliocht, mínigh an dóigh ar léirigh an t-údar tuairisciú na meán ar an scéal.

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 four marks in each section they need to reference relevant indicative content, which may include the following:

- dúirt an Taoiseach le tuairisc.ie go gcaithfimis ar fad treisiú ar ár n-iarrachtaí ar son na Gaeilge
- bhí dóchas aige go mbeadh tionchar dearfach ar staid reatha na Gaeilge sa tréimhse atá romhainn
- rinneadh anailís ar na figiúirí ar an tsuíomh seo
- pléadh chomh maith iad ar na meáin Ghaeilge eile
- seachas an méid sin, rinneadh neamhscéal den fhianaise is déanaí
- géarchéim teanga sa Ghaeltacht

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 how the media covered the story by referencing some relevant language content.

Award [3]–[4] for a comprehensive explanation about how the writer succeeds in revealing how the media covered the story by comprehensively referencing some relevant language content.

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

(2 × [4])

[8]

AVAILABLE
MARKS

- (c) Míneigh trí dhóigh a ndéanann an t-údar iarracht tionchar a imirt ar an léitheoir maidir le figiúirí.

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 two marks in each section they need to reference relevant indicative content, which may include the following:

- Is fearr a thuigfear na cúiseanna leis an laghdú nuair a thiocfaidh tuilleadh eolais
- deir sé nach ceist náisiúnta í ceist na Gaeilge a thuilleadh
- deir sé gur cuma leis na meáin Bhéarla
- níor chuir siad suim dá laghad ann
- ní hiadsan amháin a ghéill do pheaca na faillí

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 the evidence of the CSO figures. 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 the evidence of the CSO figures. There will be appropriate and detailed referencing to language style.

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

(2 × [3])

[6]

AVAILABLE
MARKS

- (d) Trí fhocail agus fhrásaí atá le feiceáil sa tsliocht, mínigh ceithre dhóigh ar éirigh leis an údar dearcadh na Dála agus na n-eagraíochtaí Gaeilge a chur i láthair don léitheoir.

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:

- ní dhearnadh ach cúpla nóiméad cainte faoi sa Dáil
- mhaígh Aire Stáit na Gaeltachta gur cúrsaí imirce ba chúis leis
- amhail is gur leor cúrsaí imirce mar mhíniú ar an laghdú 15.8%
- bhí ráitis na n-eagraíochtaí Gaeilge féin lag go maith
- ag seachaint focal amhail 'géarchéim' nó éigeandáil
- ar eagla go gcuirfí síos orthu mar dhream duairc ar bheagán dóchais
- an té a bhí ag súil le ráiteas láidir nó moladh radacach nua nó cruinniú éigeandála, bhí sé meallta

For each way:

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

Award [1] for a brief statement about how the writer succeeds in presenting the attitudes of the Dáil and the Irish language organisations. There may be limited appropriate references to language style.

Award [2] for a comprehensive explanation about how the writer succeeds in presenting the attitudes of the Dáil and the Irish language organisations. 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 (a) Úsáid an t-iatán “An Córas Sláinte sa tír seo” chun na ceisteanna a leanas a fhreagairt.

- (i) Scríobhadh an t-alt le daoine a chur ar an eolas faoi staid an chórais sláinte sa tír seo. Léirigh tagairtí atá le feiceáil san iatán, focail, frásaí nó abairtí, a léiríonn na laigí atá ar an chóras sin.

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

Answers may include the following:

Sa chéad líne úsáidtear an frása ‘an laige is mó atá againn’ ag déanamh tagairt don chóras sláinte. Chomh maith leis sin, déantar tagairt do ‘na fadhbanna a bhíonn ag cur brú uafásach ar na seirbhísí éigeandála.’

Luaitear na liostaí feithimh agus an ganntanas leapacha atá ann, na dochtúirí agus altraí a bhíonn ag obair de lá is d’oíche, an dóigh a gcaitear le seandaoine sa chóras sláinte poiblí agus fadhbanna eile a bhíonn ag cur brú uafásach ar na seirbhísí éigeandála.

Insítear dúinn faoin drochbhail atá ar an chóras sláinte. Deirtear sa tsliocht go mbíonn daoine ar fud na tíre ag fanacht agus ag fulaingt. Nuair a fhaigheann daoine dáta cinniúnach bíonn orthu fanacht ar feadh uaireanta an chloig ar thralaithe i bpasáistí ospidéal mar thoradh ar ghanntanas leapacha ar fud na tíre.

Cuirtear in iúl go mbíonn na hoibrithe sna hospidéal thíos leis chomh maith mar is minic a bhíonn orthu uaireanta fada a dhéanamh gan nóiméad sosa a bheith acu. Sin an fáth a bhfuil an-chuid dochtúirí ag fágáil na tíre chun post níos fearr a fháil thar lear. Mar thoradh ar na huaireanta míréasúnta, beidh seans níos mó ann go ndéanfaidh na hoibrithe botúin a rachaidh i bhfeidhm go mór ar na hothair.

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

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

Award [1] – [2] for limited references identifying the weaknesses in the Health Service.

Award [3] – [4] for appropriate references made including words/phrases/ sentences that identify the weaknesses in the Health Service.

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

[4]

AVAILABLE
MARKS

- (ii) Aimsigh tionchar an údair sa téacs a léiríonn fianaise go bhfuil “an córas sláinte ina phraiseach ar fad ar fad”.

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 4 marks they should reference, in the form of a sentence, relevant indicative content which may include the following:

Answers may include the following:

Luaitear go luath san alt faoin ghéarchéim atá ag dul i bhfeidhm ar an chóras sláinte faoi láthair. Deirtear gur beag lá a théann thart nach mbíonn tagairt de chineál éigin ar na meáin faoi dhrochbhail an chórais sláinte.

Cuirtear síos ar an phraiseach sna téarmaí seo a leanas: daoine tinne ag fanacht uaireanta fada ar thralaithe ospidéil, easpa leapacha, ganntanas altraí agus dochtúirí agus easpa infheistíochta an rialtais chomh maith.

Ina theannta sin, déantar tagairt do na liostaí feithimh, don dóigh a gcaitear le seandaoine sa chóras sláinte poiblí agus do na fadhbanna eile a bhíonn ag cur brú uafásach ar na seirbhísí éigeandála.

Ar mhí-ámharaí an tsaoil, tá fadhbanna a bhaineann leis an chóras lochtach seo ag méadú. Ar an chéad dul síos, tá daonra na tíre seo ag dul in aois agus is ábhar imní iad fadhbanna reatha an mhurtaill, an diaibéitis, an bhroincítis agus na hailse atá ag cur brú dochreidte ar na seirbhísí éigeandála. Is léir ón chur síos seo go bhfuil ‘an córas sláinte ina phraiseach.’

Cluintear polaiteoirí gach lá ag tagairt don phraiseach. Níor cruthaíodh scéimeanna fiúntacha leis an laige is mó a réiteach.

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

Award [1] – [2] for a basic understanding of selected text, which offers some evidence of the influence of the author, indicating that the health service is in a mess.

Award [3] – [4] for a comprehensive knowledge of appropriately selected texts, which clearly offers evidence of the influence of the author, indicating that the health service is in a mess.

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

[4]

(b) Úsáid an t-iatán “An Córas Sláinte sa tír seo” chun na ceisteanna a leanas a fhreagairt.

Scríobh alt a chuireann síos ar an dóigh a mbaineann údar an tsleachta úsáid as teanga le dul i bhfeidhm ort le tú a chur ar an eolas faoi ghéarchéim an chórais sláinte.

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 15 marks they should reference relevant indicative content which may include the following:

Ón chéad alt ar aghaidh cuireann teanga an údair in iúl don léitheoir nach bhfuil sé sásta leis an chóras sláinte sa tír seo mar atá sé faoi láthair. Luaitear ‘an laige is mó, drochbhail, fadhbanna, ganntanas’ srl chun a mhíshástacht a léiriú. Cuireann sé síos go héifeachtach ar an dóigh a dtéann an tionchar i bhfeidhm ar shaoránaigh na tíre idir othair, oibrithe agus sheandaoine. Úsáidtear nathanna cainte le tábhacht na teanga a léiriú mar shampla ‘is rómhínic, níos measa fós, ar mhí-amharaí an tsaoil, is fearr cosc ná leigheas’ srl. Déantar tagairt do na rudaí is mó a chuireann isteach ar an údar, liostaí feithimh, easpa leapacha, géarchéim tralaithe srl. Ní hamháin go gcuireann na laigí seo as do mhuintir na tíre ach téann an tionchar i bhfeidhm ar na dochtúirí agus na banaltraí agus cuirtear brú uafásach ar na seirbhísí éigeandála. Cuireann sé an locht ar an rialtas as a bheith ag caitheamh airgid go fánach. (‘Ba chóir go mbeadh náire ar an rialtas’) Is léir ón teanga a úsáidtear sa tsliocht go mothaíonn an t-údar díomách agus in ísle brí faoin chóras sláinte mar atá sé faoi láthair. ‘Ní haon ionadh mar sin go bhfuil an córas sláinte ina phraiseach,’ a deir sé.

Cuireann an t-údar ina luí orainn go léir go bhfuil méadú mór ar líon na ndaoine a bhfuil a lán aicídí eile orthu sa lá atá inniu ann, an diaibéiteas, an broincíteas agus an murtall ina measc. Déantar moladh ag iarraidh ar an rialtas dul i ngleic leis an fhadhb phráinneach seo agus úsáidtear seanfhocal “Is fearr cosc ná leigheas!” ag an deireadh le tarraingt ar chroí an rialtais rud éigin a dhéanamh faoin fhadhb.

Additional relevant information, not included in the above indicative content, can be credited. [15]

AVAILABLE
MARKS

10

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

**AVAILABLE
MARKS**

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]

Marks available [15]

3 Aistrigh an sliocht seo go Béarla

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[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.

**AVAILABLE
MARKS**

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]