



Rewarding Learning

General Certificate of Secondary Education

Gaeilge

Páipéar 2
Scríbhneoireacht

[G9575]

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 Examiners: This question has a total of 35 marks which are based on the mark bands below.

**AVAILABLE
MARKS**

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

		AO3 (i) (ii)
Bands	Performance Descriptors	Marks
4	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.	[16]–[20]
3	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.	[11]–[15]
2	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.	[6]–[10]

<p>1</p>	<p>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.</p>	<p>[1]–[5]</p>
<p>0</p>	<p>No meaningful communication.</p>	<p>[0]</p>

<p>AVAILABLE MARKS</p>

2 Examiners: Each section is marked out of 2

Translate into Irish:

Aistriúchán Samplach/Suggested translation:

1	Ná cuir isteach orm le do thoil. Bhí mé ag labhairt/ag caint le m'athair.
2	Is í Éire an tír is fearr ar domhan chun/le cónaí inti.
3	Is fíor a rá go mbeidh/go dtiocfaidh méadú/ardú suntasach ar fhadhb na ndrugaí sa todhchaí.
4	Caithfear rud éigin fóna/fiúntach a dhéanamh chun dul i ngleic le fadhb na heaspa dídine.
5	Ní chuireann aos óg an lae inniu go leor béime ar aiste chothrom bia shláintiúil ná ar aclaíocht.

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

(5 × [2])

[10]

10

AVAILABLE
MARKS

3 Translation into Irish:

Aistriúchán Samplach/Suggested translation:

Sentence	Translation sentence	Suggested translation	Credit	Do not credit
(a)		Mar is eol dúinn go léir, beidh an ócáid spóirt is mó ar domhan ar siúl i dTóiceo i rith an tsamhraidh, mar atá na Cluichí Oilimpeacha 2020.		
(b)		Caitheann na lúthchleasaithe na mílte uair an chloig ag cleachtadh agus ag traenáil le déanamh réidh/hullmhú don choicís is tábhachtaí ina saol.		
(c)		Is bealach iontach é an spórt le dea-shláinte fhisiceach agus mheabhrach a chinntiú.		
(d)		Foghlaimítear faoin smacht agus faoin tábhacht atá le hullmhúchán, le traenáil agus le pleanáil chomh maith leis na buntáistí a bhaineann le hobair dhian.		
(e)		Is scileanna iad seo a bheidh de dhíth ar dhaoine óga go háirithe agus iad ag tabhairt aghaidh ar an tsaol mhór sa todhchaí.		
(f)		Cé go bhfuil leisce orm an cheist chonspóideach seo a ardú, ní dóigh liom gur féidir í a sheachaint.		
(g)		Is minic a chluintear drochscéalta uafásacha faoi mhí-úsáid drugaí agus faoin mhí-ionracas a bhaineann le cúrsaí spóirt.		
(h)		Glactar leis go forleathan, áfach, go bhfuil an-chuid buntáistí ag baint leis na cluichí Oilimpeacha. Tugtar deis do mhuintir na hÉireann dearmad a dhéanamh ar a gcuid fadhbanna agus ar bhuarthaí an tsaoil, ar feadh tamall beag ar a laghad.		

[15]

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 has 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 has 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]