



**General Certificate of Secondary Education  
2023**

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**Gaeilge**

**Páipéar 1  
Léitheoireacht**

**[G9574]**

**TUESDAY 13 JUNE, AFTERNOON  
DÉ MÁIRT 13 MEITHEAMH, IARNÓIN**

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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	<b>Listening and Speaking</b> <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	<b>Reading</b> <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	<b>Writing</b> <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 (a) Ag úsáid an eolais sa tsliocht, aimsigh fianaise a chuireann in iúl go bhfuil fadhb ann maidir le ganntanas múinteoirí Gaeilge.

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:**

- Deir Ó Ruairc gur drochphleanáil na Roinne Oideachais is cúis leis
- Tá géarchéim ann maidir le soláthar múinteoirí Gaeilge
- Níl aon mhúinteoirí Gaeilge ann
- Níl teacht ar ionadaithe
- Níl duine ar bith ann le Gaeilge a mhúineadh
- Ní bhfuair mé oiread is freagra amháin ar na fógraí
- Ní féidir teacht ar mhúinteoirí lánaimseartha
- Is amhlaidh an scéal i ngach scoil agus sin an scéal a bhíonn ar bhéal gach príomhoide

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

AVAILABLE  
MARKS

- (b) Leis an eolas sa tsliocht, mínigh dóigheanna ar léirigh an t-údar cé chomh holc is atá cúrsaí maidir le múinteoirí Gaeilge.

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:**

- Theip air teacht ar mhúinteoir Gaeilge dá scoil féin
- Is amhlaidh an scéal i ngach scoil
- Tá an chosúlacht ann nach bhfuil aon phleanáil cheart ar bun ag an Roinn Oideachais
- Sin an scéal a bhíonn ar bhéal gach príomhoide
- Gur in olcas atá an scéal ag dul
- Níl mic léinn ag tabhairt faoin Ghaeilge ar chor ar bith
- Níl na húdaráis in ann an fhadhb seo a fheiceáil go bhfuil géarchéim ann maidir le soláthar múinteoirí Gaeilge
- Ní bhfuair mé oiread is freagra amháin ar na fógraí
- Ní féidir teacht ar ionadaithe/ar mhúinteoirí lánaimseartha

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 bad matters have become.

**Award [3]–[4]** for a comprehensive explanation about how the writer succeeds in revealing how bad matters have become.

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

(2 × [4])

[8]

AVAILABLE  
MARKS

(c) Míniú tré dhóigh a léiríonn an t-údar costas mar chonstaic.

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:**

- Tá an mháistreacht san oideachas atá molta costasach
- Chuirfeadh an costas sin bac ar dhaoine tabhairt faoin mhúinteoireacht
- Déarfadh duine óg leis féin, 'Cén fáth a gcaithfinn dhá bhliain eile ag plé leis an ardoideachas nuair a d'fhéadfainn a bheith ag obair?'
- Anuas air sin, na daoine a thugann faoi na cúrsaí, bíonn an t-airgead go dona

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 costs. 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 costs. 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) Aimsigh ceithre dhóigh atá le léamh sa tslíocht a chuireann réiteach na faidhbe in iúl.

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:**

- Mhol sé go mbeadh ar na mic léinn uilig atá ag gabháil don mhúinteoireacht dara leibhéal bliain iomlán den chúrsa a chaitheamh sa Ghaeltacht
- Deir sé gur leigheas a bheadh ann ar an fhadhb uilig
- Chinnteodh sé go mbeadh labhairt agus scríobh na Gaeilge acu
- Mealladh agus ní díbirt atá ag teastáil
- Scaoil isteach iad ar feadh bliana agus déan cinnte go bhfuil siad in ann Gaeilge a mhúineadh
- Caithfear daoine a mhealladh le Gaeilge a dhéanamh sa choláiste agus le tabhairt faoin mháistreacht ghairmiúil san oideachas
- Ach caithfidh muid níos mó a dhéanamh chun an teanga a chur chun cinn i gcoitinne
- Má thugann an rialtas/na húdaráis aird ar an fhadhb agus rud éigin a dhéanamh faoin easpa.

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 their opinion on resolving the problem. There may be limited appropriate references to language style.

**Award [2]** for a comprehensive explanation about how the writer succeeds in presenting their opinion on resolving 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

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- 2 (a) (i) Scríobhadh an t-alt le daoine a chur ar an eolas faoin chineál saoil atá ag daoine gan dídean sa tír seo. Léirigh tagairtí atá le feiceáil san iatán – focail, fráasaí nó abairtí – a thaispeánann dearcadh an údair ar an rialtas.

Is féidir abairtí sa téasc a úsáid focal ar fhocal. Is féidir fráasaí gairide nó abairtí gairide a úsáid chun freagraí a thabhairt.

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

Níl sé sásta leis an rialtas. An bharúil atá ag an údar ná gur 'drochléargas é ar rialtas na tíre go bhfuil daoine inár measc nach bhfuil díon os a gcionn.'

Dar leis, 'Níl aon amhras ann gur scéal náireach é seo agus gur drochléiriú é ar rialtais go dtarlaíonn a leithéid san aois seo.'

Deir sé go bhfuil a lán infheistíochta fós le déanamh ag an rialtas chun tithe nua agus árasáin a chur ar fáil do dhaoine atá fós ina gcónaí ar ár sráideanna.

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

**Award [1]–[2]** for limited references identifying the author's opinion of the government.

**Award [3]–[4]** for appropriate references made including words/phrases/sentences that identify the author's opinion of the government.

Additional relevant information, not included in the above indicative content, can be credited. [4]

AVAILABLE  
MARKS



- (ii) Aimsigh tionchar an údair sa téasc a léiríonn barúil s'aige maidir le réiteach na faidhbe seo.

Is féidir abairtí sa téasc 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 total they need to reference relevant indicative content, which may include the following:**

Tá eagraíochtaí éagsúla carthanachta ag iarraidh dul i ngleic le cruachás na ndaoine gan dídean, ag cuidiú leis na cásanna is déine sa ghearrthéarma chomh maith le réiteach fadtéarmach a fháil ar an easpa dídine.

Bíonn Clann Shíomóin agus Cumann Naomh Uinseann de Pól i mbun feachtais. Déanann na heagraíochtaí sin obair phraiticiúil. Dáileann siad bia ar dhaoine agus cuireann siad lóistín sealadach ar fáil.

Is fíor le rá nach mbeidh sé éasca teacht ar réiteach na faidhbe seo. Tá a lán infheistíochta fós le déanamh ag an rialtas chun tithe nua agus árasáin a chur ar fáil.

Ba cheart go gcuirfí airgead agus acmhainní ar fáil chun dídean éigeandála a sholáthar. Caithfear deireadh go deo a chur le brú na ndaoine is leochailí inár measc go himeall na sochaí.

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

**Award [1]–[2]** for limited references identifying the author's opinion of how to solve the problem.

**Award [3]–[4]** for appropriate references made including words/phrases/sentences that identify the author's opinion of how to solve the problem.

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

[4]

AVAILABLE  
MARKS

(b) Úsáid an t-iatán, ‘Gan díon gan dídean chun an cheist 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 agus tú a chur ar an eolas faoin chineál cruatain a fhulaingíonn daoine gan dídean sa tír 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 15 marks they should reference relevant indicative content which may include the following:**

Cuireann an t-údar in iúl dúinn gur fadhb mhór í fadhb na ndídeanaithe sa tír seo nuair a deirtear, “Is sciúirse leanúnach é. Is truamhéalach an radharc é.” Cuirtear síos go beacht ar cé chomh holc is atá an fhadhb. Éiríonn leis pictiúr brónach truamhéalach chomh maith le híomhánna uafásacha a chur os ár gcomhair faoin drochstaíd agus faoin chruatan a fhulaingíonn daoine gan dídean, “iad i dtuilleamaí na déirce, ag maireachtáil ón lámh go dtí an béal, cuma na hainnise is na bochtaineachta orthu.”

Cuirtear an-bhéim ar na deacrachtaí agus an fhulaingt a bhaineann le daoine gan dídean. Idir scríbhneoireacht agus íomhánna, éiríonn leis an údar tuairisc chruinn a thabhairt ar iarmhairtí easpa dídine chomh maith le cuid de na cúiseanna a bhaineann le daoine a bheith ar na sráideanna, “cuid acu beo bocht ar fad, níl airgead, teach, comharsa acu, ní bhíonn aon phríobháideachas acu agus níl áit shábháilte acu. Cuireann an t-ocras agus an fuacht isteach go mór orthu.”

Léirítear go héifeachtach an dóigh a maireann na daoine seo. Úsáidtear focail agus nathanna a spreagann an léitheoir chun machnamh a dhéanamh ar an fhadhb seo. Cuireann sé síos go héifeachtach ar an dóigh a dtéann an tionchar i bhfeidhm orthu agus ar a gclann, teip ar phósadh, foréigean, fadhbanna airgid, fiacha móra, drugaí nó alcól agus meabhairghalar. Déantar tagairt do “féinmhuinín agus féinmheas an-íseal ag dídeanaithe” chomh maith.

Baintear úsáid as léaráidí éifeachtacha agus pictiúir dhaite chun dul i bhfeidhm agus aird an léitheora a dhíriú ar an fhadhb. Feictear an fhírinne lom sna léaráidí sin. Tchítear daoine idir óg is aosta faoi ghruaim agus in éadóchas.

Níl an t-údar iontach deimhneach faoi réiteach na faidhbe. Cé go bhfuil eagraíochtaí carthanachta amhail Cumann Naomh Uinseann de Pól agus Clann Shíomóin ag iarraidh cuidiú leo trí lóistín agus bia a sholáthar dóibh, “is fíor le rá nach mbeidh sé éasca teacht ar réiteach na faidhbe seo.”

Cáineann sé an rialtas de thairbhe go bhfuil neamart déanta acu maidir le daoine gan dídean. Baintear úsáid as focail dhiúltacha amhail “drochléiriú”, “drochléargas”, lena mhíshástacht leis an rialtas a chur ina luí ar an léitheoir.

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

Marks available [15]

23

**AVAILABLE  
MARKS**

### 3 Aistrigh an sliocht seo go Béarla

AVAILABLE  
MARKS

'A student's life is a happy one.' 'You can't put a wise head on young shoulders.' 'Youth responds to praise.' No-one can deny that Irish is full of proverbs and sayings about youth. Some of them complimentary and some condemnatory.

The one thing that is true is that everyone was young once and it's a part of life for people to be complaining about young people who are coming up after them. In any particular period, however, it is only the young people who understand the challenges and possibilities that they face.

I think that today's education system puts too much pressure on students and I think that it contradicts the above proverb about the happy life of a student. There is unbelievable pressure associated with examinations.

It is widely recognised that this system is unfair to young people but what we have is big talk and no action from the authorities. At times I imagine that it isn't education at all but a competition of intense lessons.

The young generation growing up now are immersed in the technological age. Everything from Facebook and Snapchat to YouTube, Twitter and Instagram. Without a doubt there are wonderful possibilities with all this technology, but there are disadvantages.

You could spend hours each day updating, checking, searching, tweeting and posting. All that, not to mention cyber-bullying. That is a threat to society in general, but it is young people who suffer the most.

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

<b>Bands</b>	<b>Marking Criteria</b>	<b>Marks</b>
<b>4</b>	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.	<b>[8]–[10]</b>
<b>3</b>	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.	<b>[5]–[7]</b>
<b>2</b>	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.	<b>[3]–[4]</b>
<b>1</b>	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.	<b>[1]–[2]</b>
<b>0</b>	No meaningful communication.	<b>[0]</b>

[10]

**Total**

**AVAILABLE  
MARKS**

10

**60**