



**General Certificate of Secondary Education  
2024**

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**Gaeilge**

**Páipéar 1  
Léitheoireacht**

**[G9574]**

**TUESDAY 21 MAY, MORNING  
DÉ MÁIRT 21 BEALTAINE, MAIDIN**

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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 cúig phíosa eolais a chuireann in iúl go raibh fadhbanna le sárú ag TG4 nuair a bunaíodh an stáisiún ag an tús, de réir an scríbhneora.

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

- 1 ... agus cuid mhaith de na constaicí a bhí roimhe ag an tús sáraithe. [1]
- 2 ... nuair a chuimhnítear ar an oiread dúshlán a bhí roimhe maidir le struchtúr, teicneolaíocht, bainistíocht agus maoiniú. [1]
- 3 Anuas air sin, bhíothas ag dul i gcomórtas le domhan mór ilchainéalach mar aon leis na forbairtí sna meáin shóisialta a bhí le teacht. [1]
- 4 Bhí íomhánna éagsúla ag daoine faoin rud ba chóir a bheith ann ag an am. [1]
- 5 Bhí sé deacair teacht ar chomhthuiscint faoi cheisteanna praiticiúla, ainm an stáisiúin fiú. [1]

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

- (b) Leis an eolas sa tsliocht, mínigh na dóigheanna a n-éiríonn leis an scríbhneoir an dul chun cinn atá déanta ag TG4 maidir le rogha na gclár a chur in iúl don léitheoir.

1. Tá dul chun cinn iontach déanta ag TG4 maidir le caomhnú na teanga. Tá na cláir spóirt, cheoil agus faisnéise ag mealladh pobal i bhfad níos leithne ná pobal na Gaeltachta agus na Gaeilge. Aithnítear TG4 anois mar chuid lárnach de shaol na teilifíse. [4]
2. Bíonn cláir faisnéise iontacha acu, clúdach cuimsitheach ar spórt agus cláir do dhaoine óga. Tá go leor daoine gafa leis an tsobaldráma Ros na Rún agus tá clár snasta nuachta acu gach oíche. D'éirigh leis an éagsúlacht íomhá nua-aimseartha a thabhairt don teanga agus tá go leor daoine ar fud na tíre meallta chun na teanga acu. [4]

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 the progress that has been made.

**Award [3]–[4]** for a comprehensive explanation about how the writer succeeds in revealing the progress that has been made.

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

(2 × [4]) [8]

(c) Míneigh trí dhóigh a ndéanann an scríbhneoir iarracht laigí agus lochtanna chlár TG4 a léiriú agus an stáisiún ag craoladh le breis is 25 bliain.

1. Ní féidir a rá go bhfuil gach ní foirfe. Tá míshástacht ann faoin méid Béarla a bhíonn ar chuid de na cláir, sna fógraí agus sna fotheidil. Is léir uaidh sin go bhfuil an Ghaeilge gan tábhacht. [2]
2. Deir TG4 gur gá tuilleadh airgid sa todhchaí chun níos mó clár Ghaeilge a dhéanamh. / Tá beagnach €4 mhilliún breise de dhíth chun stáisiún nua do pháistí a bhunú. [2]
3. ... gur mhian le TG4 clár do pháistí a choimisiúnú seachas iad a cheannach agus a dhubáil mar a dhéantar den chuid is mó go dtí seo. / Ainneoin meallacht roinnt den ábhar a dhéantar go speisialta do phobal na Gaeilge, is minic gur saghas bolscaireachta ar son na Gaeltachta agus na Gaeilge a bhíonn i gcuid acu. Níl ár ndótháin a dhéanamh maidir le cúrsaí nuachta agus an réimse digiteach. [2]

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 weaknesses and faults of TG4. 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 weaknesses and faults of TG4. 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) Bain úsáid as focail agus frásaí on tsliocht le míniú a thabhairt ar cheithre dhóigh ar éirigh leis an údar mianta TG4 do thodhchaí na seirbhíse a chur in iúl don léitheoir.

1. Táthar ag súil go gciallóidh breis acmhainní seirbhís lán-Ghaeilge amach anseo. Ceann de na rudaí móra atá muid ag iarraidh a dhéanamh ná infheistíocht a dhéanamh san earnáil. [2]
2. Feicfidh daoine óga go bhfuil deiseanna ann gairm bheatha a bhaint amach a bheadh ag plé le cúrsaí teilifíse ag smaoineamh go háirithe ar an aos óg ag leibhéal réamhscoile, bunscoile, meánscoile agus suas go dtí aois 35 [2]
3. Ba mhaith le TG4 tacú le hÉireannaigh chumasacha chun scéalta spéisiúla agus comhaimseartha Gaeilge a léiriú. [2]
4. Ba mhian leis níos mó ábhar Gaeilge a fheiceáil ar an scáileán ag féilte agus sna hamharclanna agus é a bheith ar fáil ar Sheinnteor TG4 ar fud an domhain. Ba mhain le TG4 cláir do pháistí a choimisiúnú seachas iad a cheannach agus a dhubáil. [2]

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 TG4's wishes for the future. 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 TG4's wishes for the future. 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

27

2 Úsáid an t-iatán ‘Plá na nDrugaí’ leis na ceisteanna seo a leanas a fhreagairt.

- (a) (i) Scríobhadh an t-alt seo le cur síos a dhéanamh ar cé chomh tromchúiseach is atá fadhb na ndrugaí sa tír seo. Léirigh tagairtí atá le feiceáil san iatán, focail, frásaí nó abairtí a chuireann seo in iúl.

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

Answers may include the following:

- Is scanrúil an rud le rá....
- Bhásaigh 189 duine in aon bhliain amháin
- Fir óga a bhí i seachtar as gach deichniúr díobh
- Plá na ndrugaí comh coitianta le gloine fíona ag cóisirí deireadh seachtaine/le fáil chomh héasca i gceantair lucht oibre agus i measc na mbocht
- Ba é 2018 an bhliain ba mheasa ó thaobh daoine ag fáil bháis de
- Bhásaigh dhá oiread.... is a fuair bás in 2010
- B’fhada gníomhaithe in aghaidh drugaí ag maíomh go raibh an fhadhb ag dul in olcas go sciobtha
- Bhí méadú mór i gcaitheamh bliana ar líon na marbh de bharr drugaí
- 136 bás a cláraíodh in 2017 agus 56 sa bhreis in 2018
- Den 189 duine a fuair bás in 2018 bhí a bhformhór idir 25–44 bliain d’aois
- 72 idir 25–34 agus 50 idir 35–44

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

**Award [1]–[2]** for limited references identifying how serious the drugs problem is in this country.

**Award [3]–[4]** for appropriate references made including words/phrases/sentences that identify how serious the drugs problem is in this country.

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

[4]

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(ii) Aimsigh tionchar an údair a léiríonn a bharúil maidir le réiteach na faidhbe seo.

- Is léir don dall go bhfuil sé práinneach go gcuirfí feachtas ar bun ina mbeadh aisíneachtaí uilig páirteach chun plá na ndrugaí a cheansú/ní bheidh sé éasca réiteach a fháil ar fhadhb na ndrugaí.
- Caithfear lucht thionscail na ndrugaí a smachtú
- Agus stop a chur lena bhforéigean
- Agus le dáileadh a gcuid nimhe
- Ní mór na coirpigh eagraithe a chúiseamh
- ...a chiontú
- Agus a chur as gnó
- Ní mór freisin tarrtháil a thabhairt ar na daoine goilliúnacha a bhfaigheann na coirpigh agus na drugaí greim orthu.

**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]

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Úsáid an t-iatán ‘Plá na nDrugáí’ chun an cheist a leanas a fhreagairt.

- (b) Scríobh alt a chuireann síos ar an dóigh a mbaineann an t-údar úsáid as teanga le dul i bhfeidhm ort agus é ag cur síos ar mhéid na faidhbe.

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

Ón chéad líne baineann an t-údar úsáid as teanga dhiúltach, teanga fheargach agus éadóchasach le cur síos ar mhéid na faidhbe:

Is scanrúil an rud le rá...

Is léir don dall...

Plá na ndrugáí...

Le dáileadh a gcuid nimhe..

Ní mór freisin tarrtháil a thabhairt ar na daoine goilliúnacha...

Ba é 2018 an bhliain ba mheasa ó thaobh daoine ag fáil bháis de bharr drugaí

Ag maíomh go raibh an fhadhb ag dul in olcas go sciobtha...

Bhí méadú mór i gcaitheamh bliana ar líon na marbh de bharr drugaí...

Bás a fháil de bharr nimhiú ó dhrugaí, andúil nó mí-úsáid ar shubstaint rialaithe

Níl aon tagairt don choiriúlacht eagraithe ná d’aon ionsaithe, gortuithe nó imeaglú i dtaca le fiacha as drugaí

Údar mór imní é.....Is iomaí dúshlán....

Ní bheidh sé éasca réiteach a fháil

Baineann an t-údar úsáid as staitisticí go héifeachtach le méid na faidhbe a aimsiú:

... gur bhásaigh 189 duine... de bharr drugaí agus fir óga a bhí i seachtar as gach deichniúr díobh

136 bás a cláraíodh in 2017 agus bhí 56 duine sa bhreis .... in 2018

Den 189 duine sin a bhásaigh... bhí a bhformhór idir 25 agus 44 bliain d’aois, 72 duine idir 25 agus 34.. agus 50 idir 35 agus 44

De réir figiúirí faigheann a cúig oiread daoine bás ó dhrugaí sna ceantair faoi mhíbhuntáiste is a chailltear sna háiteanna is saibhre.

Figiúirí uafáis

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

Foinse: ‘LÉAMHTHUISCINT: Plá na nDrugáí’ by Tuairisc, Dé Luain, Márta 2 2020.  
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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

With the advancement in technology and science, people can now do various things at the comfort of their homes and one such thing is online shopping.

People nowadays are busy earning their livelihood and they hardly get a chance to go shopping. However, with the advent of online shopping, one can now order anything, clothes, footwear, gadgets, appliances and much more.

There are numerous advantages of online shopping. Online shopping can save money. It is a convenient way for those who cannot withstand crowded places and shopping centres as they can order anything anytime, anywhere.

Online shopping offers a great variety of options which is not possible with physical shopping. One can browse through different websites and can choose the product according to requirements.

Well, everything comes with some disadvantages as well. Although online shopping is easy and convenient, it sometimes disappoints you, however, because things ordered online do not look the same sometimes when they arrive at the door.

As well as that, there are some fake websites that give great offers to attract and entice you. Therefore, it is vital that we shop online wisely and very carefully to avoid any problems later.

[10]

*Foinse: Adapted from Gafa le Siopadóireacht ar Líne, 08 April 2015  
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MARKS

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**