



General Certificate of Secondary Education
2013

Gaeilge

Páipéar 1:
Léitheoireacht

[G9566]

DÉ CÉADAOIN 5 MEITHEAMH, TRÁTHNÓNA
WEDNESDAY 5 JUNE, AFTERNOON

**SCÉIM
MHARCÁLA**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide examiners 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.• Create 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 the 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 with accurate punctuation and spelling. <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

The 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 for a 16-year-old GCSE candidate.

Awarding zero marks

Mark 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 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.

Note regarding marking: It is acceptable for candidates to use the exact wording provided in the text instead of using their own wording and still gain full marks.

1 Gan Dídean

- (a) Ba léir an fhulaingt/is an cruachás a bhí ina saol. [2]
- (b) Gur andúiligh iad uilig/nó go ndearna siad rogha éigin a chuir ar an tsráid iad. [2]
- (c) Níl a fhios againn cén cineál cruatain atá fulaingthe acu/níl a fhios againn céard a tharla i saol an duine sin/níl a fhios againn dada go dtí go labhraímid le gach éinne acu/ní féidir barúil ar fónamh a thabhairt fúthu mar dhream/mí-úsáid sa bháile/a gclaonadh gnéis/bochtanas/deacracht an tsaoil. [4]
- (d) Seasca duine i mBaile Átha Cliath/2000 sa chontae. [2]
- (e) Níl teach/nó baile agat/níl aon chomharsa agat/ní bhíonn aon phríobháideachas agat/níl aon áit agat do do pháistí le súgradh/níl aon troscán nó/leaba agat duit féin nó do do chlann/níl aon áit shábháilte agat do do chuid iarmhaise/níl tacaíocht clainne nó cairde agat. **(Any 5)** [5]

15

2 Freagraí

- (a) Cuirimid fuinneamh amú nuair nach ndéanaimid athchúrsáil [1]
- (b) (i) éifeacht [1]
- (ii) d'fhéadfaimis [1]
- (iii) soláthraíonn [1]
- (iv) bruscar [1]
- (v) sa todhchaí [1]

6

- (c) The following wording/phrases will serve as a guide to what could appear in the candidate's response, to a greater or lesser degree. This should be used in conjunction with the banded mark scheme which follows.

Póstaer 1	Póstaer 2
Níos tarraingtí, geal, neart léaráidí ann Dírithé ar dhaoine óga	Níos lú léaráidí; níos mó scríbhneoireachta; bunaithe ar eolas Dírithé ar dhaoine fásta
Tá an struchtúr leagan amach soléite, níos spreagúla; scríbhneoireacht agus pictiúr ag gábháil leis	Níl an leagan amach chomh spreagúil cé go bhfuil cúpla léaráid éifeachtach ann
Bunaithe ar na hacmhainní inathnuaite atá ar fáil againn sa tír seo	Bunaithe ar an todhchaí – beimid ag brath ar acmhainn fuinnimh athnuaite
Tugtar treoir dúinn cad é ba chóir a dhéanamh maidir le fuinneamh a shábháil. Úsáidtear fotheidil, clótrom/staitisticí	Tugtar comhairle dúinn cad é an dóigh a dtiocfadh linn dul chun cinn a dhéanamh chun fuinneamh a shábháil
Luaitear dóigheanna éagsúla chun crainn a úsáid mar acmhainn fuinnimh	Is gá níos lú fuinnimh a fháil ó bhreoslaí iontaise
An teachtaireacht atá ann ná go bhfuil an t-uafás acmhainní againn ba chóir dúinn a úsáid	An teachtaireacht atá ann ná gur gá fuinneamh a shábháil

Level	Marking Criteria: Writing: Communication and idiomatic use of language	Marks
3	The candidate has effectively identified the differences and similarities between the two posters using complex sentence structures with very few errors in spelling, punctuation and grammar. It will be apparent that they have fully understood the materials read and how the language register impacts on the reader.	7–9
2	The candidate has identified an appropriate amount of differences and similarities between the two posters using more complex sentence structures with few errors in spelling, punctuation and grammar. It will be apparent that the candidate has attempted to address the language register and how this impacts on the reader.	4–6
1	The candidate has identified the most obvious differences and similarities between the two posters in short basic sentences which may contain errors in spelling, punctuation and grammar.	1–3
0	No meaningful communication.	0

[9]

9

**3 Translation into English:
Suggested translation:**

1	I awoke with a start and, for a short while, I looked around me not knowing where I was or why I was there.
2	Suddenly, there was a woman in a white coat at my side talking to me. At first all I could hear was mumbling but, gradually, it occurred to me that I was in the hospital and that this woman was a doctor.
3	I asked her to repeat what she had said and in two minutes I understood the situation.
4	Apparently I had been brought there two days earlier in a coma having been hit on the head during a hurling match.
5	When I was fully awake I began to come round and noticed that there was a bandage round my head and a terrible, throbbing pain inside it and that my vision was blurred as a result.
6	But, fortunately, that was the only harm done to me and I was very lucky that I came out of it reasonably safe and that I was able to leave the hospital after a fortnight.

Level	Marking Criteria: Writing: Communication and idiomatic use of language	Marks
3	The candidate communicates very clearly and effectively, using and adapting forms and selecting vocabulary appropriate to task and purpose. The candidate has a very good command of idiom and vocabulary appropriate to this level.	8–10
2	The candidate communicates adequately, using and adapting some forms and selecting some vocabulary appropriate to task and purpose. The candidate has some command of idiom and vocabulary but control is inconsistent.	4–7
1	The candidate shows some basic ability to communicate; there is modest selection of vocabulary appropriate to task and purpose. The candidate has a modest command of idiom and vocabulary.	1–3
0	No meaningful communication.	0

[10]

Total Marks [40]