



Rewarding Learning

General Certificate of Secondary Education
2012

Gaeilge

Páipéar 1
Léitheoireacht

[G9566]

DÉ CÉADAÓIN 6 MEITHEAMH, IARNÓIN
WEDNESDAY 6 JUNE, AFTERNOON

**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 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

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.

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.

Scéim Marcála

AVAILABLE
MARKS

1 Scoileanna Gaeltachta

- (a) Go mbeadh an Ghaeilge marbh i nGaeltacht Dhún na nGall i gceann fiche bliain. [1]
- (b) Toisc go bhfuil an oiread sin Béarla á labhairt sa scoil [1] agus go bhfuil sí ag foghlaim trí mheán na Gaeilge agus trí mheán an Bhéarla [1] [2]
- (c) Tá 30 dalta sa rang. Is cainteoirí dúchais iad 15 acu agus níl aon Ghaeilge ag deichniúr sa rang. [3]
- (d) Dúirt sé nach raibh an scoil ach ag leanúint treoracha na Roinne Oideachais [1]
- (e) Tuilleadh spáis a chruthú i scoileanna Gaeltachta don Ghaeilge/Níl an cur chuige dátheangach ag obair/Tá tumoideachas de dhíth/Ba cheart go mbeadh na múinteoirí ag múineadh trí Ghaeilge amháin go dtí an chéad rang/Ag an pointe sin bheadh na páistí compordach go leor leis an Ghaeilge/bheadh na múinteoirí in ann Béarla a thabhairt isteach diaidh ar ndiaidh. [5]
- (f) Nuair atá tú i do chónaí i bpobal Gaeltachta bíonn tú ag súil go mbeidh líonra tacaíochta ar fáil duit agus go mbeidh sé éasca go leor do na páistí feidmiú trí mheán na Gaeilge. [2]
- (g) An imní atá ar Dhónall ná go bhfuil an Béarla ag brú na Gaeilge go dtí an t-imeall. [1]

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2 Scéim Marcála

- (a) Iobhadh fiacra [1]
- (b) (i) Sláinte [1]
- (ii) Taispeánann taighde .../dar le staidéir [1]
- (iii) Murtallach [1]
- (iv) An iomarca [1]
- (v) Le déanaí [1]

(c) This section of the paper is marked out of 9

AVAILABLE
MARKS

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.

IATÁN 1	IATÁN 2
Daite	Daite
Dearfach	Diúltach
Geal	Firicí agus figiúir Faisnéiseach
Spreagúil	Gruama
Níos lú scríbhneoireachta	Níos mó scríbhneoireachta
Tugtar treoir do thuismitheoirí maidir le boscaí lóin na bpáistí a phacáil	Tugtar cuid mhór eolais dúinn ar nósanna itheacháin i measc na bpáistí óga i dTuaisceart na hÉireann
Tugtar réimse maith roghanna don léitheoir maidir leis na bianna éagsúla is féidir a chur isteach sa bhosca lóin idir cineálacha aráin, glasraí amha, pasta agus píotsa.	Luaitear fadhbanna sláinte a bhaineann le drochnósanna itheacháin i dTuaisceart na hÉireann idir murtall, ailse, galar croí agus lobhadh na bhfiacra
Léaráidí tarraingteacha atá fóirsteanach do pháistí chomh maith le thuismitheoirí/caomhnóirí	Tá an dá alt seo níos fóirsteanáí do dhaoine fásta
Léirítear an dea-thionchar a imríonn bia folláin ar pháistí; vitimíní agus mianraí	Léirítear an tionchar a imríonn drochchothú ar pháistí óga

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]

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AVAILABLE MARKS

3 SCÉIM MARCÁLA

Examiners: Below is an example of what the translation could look like. The translation is divided into six sections. Each section is marked out of 10. The total is divided by 6 to give a mark out of 10.

Translation into English:
Suggested translation:

1	It is true that the technological era is upon us at the present time. The only evidence needed is to hear a mobile phone going off accidentally in any classroom.
2	It does not necessarily have to happen that secondary school pupils are involved. Primary school pupils have the same gadgets as well. How have we reached this position?
3	Well, because parents and guardians are working full-time, it is vitally necessary for people to get in touch with each other,
4	especially those who are separated from each other throughout the day. The progress in technology is connected to the progression in computing affairs in recent years.
5	The amount of software which is available at the present time for computers is amazing. In some places it is computers that direct traffic in the sky, on the seas and on the streets.
6	It is becoming easier and cheaper for the ordinary person to use computers and isn't that a great thing!

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

**AVAILABLE
MARKS**

10

40