



**General Certificate of Secondary Education
2025**

Gaeilge

**Páipéar 1
Léitheoireacht**

[G9574]

**THURSDAY 29 MAY, AFTERNOON
DÉARDAOIN 29 BEALTAINE, IARNÓIN**

**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 (a) Cuireann an sliocht síos ar stádas Ghaelscoil na Camóige/Chluain Dolcáin. Aimsigh cúig phíosa eolais a léiríonn sin.

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:

- Bhí siad ag ceiliúradh tríocha bliain ar an tsaol
- Tríocha bliain ag tabhairt seans do pháistí na háite greim a fháil ar an Ghaeilge
- Cuid thábhachtach d'athbheochan na Gaeilge iad na gaelscoileanna agus aithnítear Cluain Dolcáin anois ar na ceantair is mó a bhfuil Gaeilge ann i mBaile Átha Cliath
- Níl aon fhoirgneamh aici
- Foirgneamh réamhdhéanta atá in úsáid/agus a bhí ó bunaíodh an scoil
- Is léir tionchar na scoile sa cheantar
- Téann an chuid is mó de na páistí ar an tsráid ina bhfuil cónaí orm féin go dtí Gaelscoil na Camóige
- Tá Gaelscoil na Camóige ar an liosta le foirgneamh ceart a fháil
- Ní aithníonn an Roinn Oideachais é, nó an stát féin
- Fós níor cuireadh tús le tógáil na scoile nua
- ...deacair a choimeád te sa gheimhreadh nó fionnuar sa tsamhradh

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

AVAILABLE
MARKS

(b) Cad iad na tuairimí atá ag an scríbhneoir maidir le cúrsaí foirgnimh?

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 five marks they need to reference relevant indicative content, which may include the following:

- Níl aon fhoirgneamh ag Gaelscoil na Camóige
- Tá an scoil ar an liosta le foirgneamh ceart a fháil le fada an lá
- Níor cuireadh tús le tógáil na scoile
- Tá scoileanna Béarla sa phríomhchathair, ceann i ndiaidh a chéile, ag dul de léim chun tosaigh uirthi ar an liosta
- Foirgneamh réamhdhéanta in úsáid/agus a bhí ó bunaíodh an scoil
- Fuair an scoil foirgnimh réamhdhéanta nua in áit na seancheann lofa
- Foirgneamh réamhdhéanta atá deacair a choimeád te sa gheimhreadh agus fionnuar sa tsamhradh

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 his opinions by referencing some relevant language content related to the school building.

Award [3]–[4] for a comprehensive explanation about how the writer succeeds in revealing his opinion on the school building by comprehensively referencing some relevant language content related to school building.

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

(4 × [2])

[8]

AVAILABLE
MARKS

(c) Níl an t-údar sasta leis an Roinn Oideachais. Mínigh trí dhóigh a léirítear sin.

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:

- Ní de thimpiste a tharlaíonn a leithéid, ach toisc nach bhfuil aon spéis ag an Roinn Oideachais an t-oideachas Gaeilge a chur chun cinn.
- Is mar gheall air sin a thugtar an Roinn éadóchais uirthi
- Níor tháinig aon ghaelscoil ar an tsaol mar gheall ar thionscnaíocht na Roinne Oideachais
- Chuir an Roinn Oideachais constaicí sa bhealach ar dhaoine áitiúla
- Tagann cleachtais na Roinne slach ar aidhmeanna an stáit
- Ní aithníonn an Roinn Oideachais é nó an stát féin
- Nor éirigh le tuismitheorí na háite aon chabhair a fháil on Roinn Oideachais
- Bíonn an corrfhocal deas ó aire oideachais, ach ní bheidh aon ghníomh náplean oibre ann le gaelscolaíocht a leathnú amach

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 Education Department.

Award [2] for a comprehensive explanation about how the writer succeeds in influencing the reader regarding his opinion of the Education Department.

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

(3 × [2])

[6]

AVAILABLE
MARKS

- (d) Luaigh ceithre dhóigh ar éirigh leis an údar a chur in iúl don léitheoir go bhfuil fadhbanna le sárú ag gaelscoileanna.

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:

- Tá na deacrachtaí céanna atá ag Gaelscoil na Camóige ag gaelscoileanna eile ar fud na tíre
- ...agus moill fhada acu sula bhfaigheann siad a gcearta
- Ní bheidh aon ghníomh ná plean oibre le gaelscolaíocht a leathnú amach
- Tá i bhfad níos mó éilimh ar ghaelscolaíocht ná atá spásanna
- Níl áit sa ghaelscoil do gach dalta atá ag iarraidh dul isteach inti
- I mBaile Néill níl aon ghaelscoil ann agus níor éirigh le tuismitheoirí aon chabhair a fháil ón Roinn
- Ní dóigh le polaiteoir ar bith go gcaillfeadh sé nó sí vótaí mar gheall ar an fhaillí seo sa teanga
- Tá scoileanna Béarla ag dul de léim chun tosaigh uirthi ar an liosta
- Tá Gaelscoil na Camóige ar an liosta le foirgneamh ceart a fháil agus fós níor cuireadh tús le tógail na scoile nua
- Cinnte, tagann cleachtas na Roinne salach ar aidhmeanna an stáit

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 problems faced by gaeloideachas.

Award [2] for a comprehensive explanation about how the writer succeeds in influencing the reader regarding the problems faced by gaeloideachas.

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

(4 × [2])

[8]

27

AVAILABLE
MARKS

2 Úsáid an t-iatán ‘Athrú Aeráide’ chun na ceisteanna seo a leanas a fhreagairt.

AVAILABLE
MARKS

- (a) (i) Scríobhadh an t-alt le cur in iúl dúinn faoin athrú aeráide. Cad é an fhianaise atá le léamh sa téacs go bhfuil athruithe ag tarlú i ngach réigiún den domhan?

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

Answers may include the following:

Tá an t-athrú ag tarlú ar ráta dochreidte i ngach réigiún ar fud an domhain,

Tá an teas domhanda ag ardú, oighear an Artaigh ag leá agus leibhéal na farraige ag ardú.

Tá fíor-dhrochaimsir, báisteach throm agus triomaigh uafásacha ag éirí níos coitianta in áiteanna éagsúla.

Is tír í an Aetóip a mhothaíonn tionchar mór. [4]

- (ii) Aimsigh sa téacs dóigheanna a léiríonn go bhfuil an duine freagrach as an athrú aeráide.

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

Answers may include the following:

Deir saineolaithe gurb é tionchar an duine is cúis leis.

Tá an iomarca breoslaí iontaise – gual, ola agus gás – á ndó againn a chuireann go mór le hathrú domhanda.

Cuireann talmhaíocht agus dífhoraíocht a dhéanann daoine lena leathadh freisin.

Bíonn fuinneamh á úsáid againn nuair a chuirtear solas nó teas ar siúl, nuair a úsáidtear iompar poiblí, earraí leictreacha nó nithe a táirgeadh i monarcha.

Tá iompar poiblí a úsáideann daoine freagrach as thart ar an cheathrú cuid d’astuithe gáis cheaptha teasa an Aontais Eorpaigh.

Má laghdaíonn muid trácht agus truailliú, beidh ár gcathracha nís glaine [4]

(b) Úsáid an t-iatán ‘Athrú Aeráide’ chun an cheist seo a leanas a fhreagairt.

AVAILABLE
MARKS

Scríobh alt a chuireann síos ar an dóigh a mbaineann údar an tsleachta úsáid as teanga le dul i bhfeidhm ort agus é ag cur síos ar iarmhairtí ón athrú aeráide dár saol agus an dóigh ar féidir dul i ngleic leis.

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

Answers may include the following:

Tá teanga chorraitheach in úsáid aige.

Tugann sé trí shampla den téamh domhanda.

Úsáideann sé fíricí agus ordaíonn dúinn gníomhú

Díríonn sé ar an léitheoir le modh ordaitheach agus ‘do’

Cuireann sé síos go héifeachtach ar an bhagairt a dhéanann athrú aeráide don phláinéad. ‘Is bagairt shuntasach é don tsaol nádúrtha, do ghnólachtaí, don tsláinte agus do réimsí áirithe an domhain. Is léir go bhfuil géarchéim aeráide thromchúiseach againn’.

Tá fíor-dhrochairsir, báisteach throm agus triomaigh uafásacha ag éirí níos coitianta in áiteanna éagsúla. Is minic a bhíonn iarmhairtí ag triomaigh, ar na córais iompair, ar thalmhaíocht, ar fhoraoiseacht agus ar bhithéagsúlacht. Laghdaítear leibhéal uisce in aibhneacha maraon le fás crann agus barr. Bíonn níos mó teasa á cheapadh san atmaisféar nach féidir leis éalú. Mar sin, tá an domhan ag éirí níos teo. Cruthaíonn seo go leor rioscaí do shláinte an duine agus do gach cineál eile beatha ar domhan. Tá gá le cur chuige straitéiseach buan maidir le dícharbónú.

Tá an tAontas Eorpach tar éis ceangal dlí a chur lena spriocanna aeráide a bhaint amach faoi 2050. D’fhógair Parlaimint na hEorpa Comhaontú Glas don Eoraip ar 11 Nollaig 2019.

Táthar ag súil go spreagfaidh an plean infheistíochta don Mhargadh Ghlas ar a laghad €1 trilliún d’infheistíocht phoiblí agus phríobháideach faoi 2030. Gealltar go gcuirfear 3 bhilliún crann breise ar a laghad san Aontas Eorpach faoi 2030.

Tá bealaí ann dúinn a bheith ag cuidiú. Fás do chuid féin! Déan iarracht do chuid torthaí, glasraí agus luibheanna a fhás. Cuidíonn na plandaí le gás ceaptha teasa dé-ocsaíd charbóin a bhaint ón aer.

Laghdaigh do lorg carbóin ach níos lú fuinnimh a úsáid. Is féidir seo a dhéanamh ach soilse, teilifíseáin agus ríomhairí a mhúchadh nuair nach n-úsáidtear iad.

Laghdaigh an dramhaíl trí athchúrsáil. Déan iarracht a laghad plaisteach agus is féidir a úsáid ach buidéal in-athúsáidte agus málaí siopadóireachta a athúsáid.

Go hádhúil, tá nuatheicneolaíochtaí ag cuidiú le hiompar a dhéanamh níos cairdiúla. Má laghdaíonn muid trácht agus truailliú, beidh ár gcathracha níos glaine.

Baintear úsáid as focail amhail dochar, go práinneach, bagairt shuntasach, géarchéim thromchúiseach aeráide chun na contúirtí a chur in iúl don léitheoir.

Baintear úsáid as staitisticí agus figiúirí chun aird an léitheora a dhíriú ar an fhadhb.

[15]

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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]

**AVAILABLE
MARKS**

23

3

It wasn't an ill wind that blew me off a cliff top a few months ago – that is my own fault for jumping of my own accord from Wexford to the cold waters of the Irish sea – but if the result of that same jump was bad, I'm very satisfied that it blew northeast after that to Rathlin.

I intended to take a big long walk in the hills at the start of May, but when things went wrong with the sea rescue course I was doing in Wexford in April, I had to cancel those plans and make a new plan.

I still wished to spend time in the northeast of the country and my eye fell upon a rock off the coast of Antrim – Rathlin. I had seen some of the videos by the journalist Ciarán Dunbar in which he describes the type of Irish that was once spoken on the island.

Unfortunately, I drove through Belfast on the big day of the marathon and I had to make a big long journey around the city before I succeeded in finding a northwards road that wasn't closed. The people on the boat understood my situation well and they changed my ticket to a boat later in the day. It was from that ferry that I got my first view of Scotland from the coast of Ireland.

[10]

AVAILABLE
MARKS

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

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

[10]

Total

**AVAILABLE
MARKS**

10

60