

New  
Specification



*Rewarding Learning*

**General Certificate of Secondary Education  
2018**

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**Irish**

Unit 4: Writing

Foundation Tier

**[GIH41]**

**MONDAY 14 MAY, MORNING**

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**MARK  
SCHEME**

## General Marking Instructions

### Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

### The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

1 Award one mark for each correct item that can be identified without ambiguity.

English spelling will not be accepted.

The following are examples of the responses that candidates may give:

- (a) (i) *leabhar* [1]
- (ii) *peann* [1]
- (iii) *bosca lóin* [1]
- (iv) *ceapaire* [1]
- (v) *fón* [1]
  
- (b) (i) *geansaí* [1]
- (ii) *bróga* [1]
- (iii) *bríste* [1]
- (iv) *t-léine* [1]
- (v) *gúna* [1]

2 This question has five responses.

Each response is worth up to two marks.

Band	Performance Descriptors	Marks
2	The response is fully communicated. There are no or very few errors.	[2]
1	The response is partially communicated. There may be some errors which impede communication.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

(5 x [2])

[10]

AVAILABLE  
MARKS

10

10

3 The translation has five sentences.

Each sentence is worth up to two marks.

Band	Performance Descriptors	Marks
2	A highly accurate and competent translation. There may be minor errors but meaning is clear.	[2]
1	A fairly accurate and reasonably competent translation. There may some errors and ambiguity.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Translation Grid

Sentence	Translation sentence	Suggested translation	Credit	Do not credit
(a)	I live in the countryside.	Tá mé i mo chónaí/Tá cónaí orm/Cónaím sa/ faoin tuath		
(b)	I don't like my area.	Ní maith liom mo cheantar. Níl dúil agam i mo cheantar		
(c)	There's not a lot to do there.	Níl a lán/mórán le déanamh ansin.		
(d)	It is quiet and clean.	Tá sé ciúin agus glan.		
(e)	The local people are friendly.	Tá na daoine/ muintir na háite cairdiúil.		

(5 x [2])

[10]

AVAILABLE  
MARKS

10

## 4 Extended Writing

The Mark Scheme should be applied holistically. The Performance Descriptors are to be seen as a 'best fit' and should be applied to each of the bullet points as a guide to the examiner in deciding on an overall band placement. Candidates should be able to access the top band overall even if some elements are not quite fully addressed.

### Writing (Communication)

Band	Performance Descriptors	This candidate:	Marks
5	The candidate carries out the task using clear and concise language and displays good knowledge of the topic. <b>Ideas</b> and <b>opinions</b> are expressed and there is some justification.	<ul style="list-style-type: none"> <li>produces an effective response which includes appropriate language;</li> <li>displays good knowledge of the subject matter and offers <b>relevant information</b> and some <b>unsolicited detail</b>;</li> <li>includes <b>personal ideas</b> and <b>opinions</b> with some <b>justification</b>; and</li> <li>gives a response which is <b>equally balanced</b> against the bullet points and inaccuracies very rarely impede communication.</li> </ul>	[17]–[20]
4	The candidate carries out the task adequately and displays reasonable knowledge of the topic. <b>Some ideas</b> and <b>opinions</b> are expressed.	<ul style="list-style-type: none"> <li>produces a good response which includes <b>suitable language</b>;</li> <li>displays <b>reasonable knowledge</b> of the subject matter and offers some relevant information;</li> <li>includes <b>some personal ideas and opinions</b>; and</li> <li>makes an <b>attempt to balance</b> the response against the bullet points and inaccuracies rarely impede communication.</li> </ul>	[13]–[16]
3	The candidate carries out <b>some elements</b> of the task effectively with limited knowledge of the topic. There are few ideas and opinions.	<ul style="list-style-type: none"> <li>produces a <b>limited response</b> which may include some suitable language;</li> <li>displays limited knowledge of the subject matter and offers little relevant information;</li> <li>may make a reasonable <b>attempt to include some personal ideas and opinions</b>; and</li> <li>makes some attempt to <b>balance the response</b> against the bullet points and inaccuracies may impede communication.</li> </ul>	[9]–[12]

Band	Performance Descriptors	This candidate:	Marks
2	The candidate carries out some elements of the task with <b>little effect</b> and <b>limited knowledge</b> of the topic. There are few ideas and opinions.	<ul style="list-style-type: none"> <li>• produces a limited response which may include some <b>limited language</b>;</li> <li>• displays <b>limited knowledge</b> of the subject matter and offers very little relevant information;</li> <li>• may make an attempt to include some personal ideas and opinions; and</li> <li>• makes some attempt to balance the response against the bullet points and <b>inaccuracies will most likely impede communication.</b></li> </ul>	<b>[5]–[8]</b>
1	The candidate does not carry out the task effectively and <b>displays little to no knowledge</b> of the topic. Very few, if any, ideas or opinions are expressed.	<ul style="list-style-type: none"> <li>• produces a very limited response and attempts to include some suitable language;</li> <li>• displays very limited knowledge of the subject matter and offers minimal relevant information;</li> <li>• little to no personal ideas or opinions are expressed; and</li> <li>• attempts to address the bullet points and <b>inaccuracies impede communication.</b></li> </ul>	<b>[1]–[4]</b>
0	No valid response/ incorrect/inappropriate/ not worthy of credit.	<ul style="list-style-type: none"> <li>• is a Band 0 because the response is not valid/incorrect/inappropriate/not worthy of credit.</li> </ul>	<b>[0]</b>

## Writing (Grammar and Structures)

Band	Performance Descriptors	This candidate:	Marks
5	<p>The response is organised and <b>mostly coherent</b>. There is <b>some evidence of</b> language of a more complex nature. There is a <b>good range of appropriate vocabulary</b> and structures. There are some <b>minor errors</b>.</p>	<ul style="list-style-type: none"> <li>• demonstrates the ability to write with a level of competence and coherence within an organised response;</li> <li>• uses a <b>good range</b> of vocabulary and idiom;</li> <li>• is fairly proficient in the use of a range of grammar and structures, exhibiting the ability to manipulate the language with some confidence, using tenses as appropriate; and</li> <li>• demonstrates a good level of accuracy in the use of spelling, punctuation and grammar, although there will be some errors of a minor nature.</li> </ul>	[9]–[10]
4	<p>The response is reasonably organised with a range of vocabulary and structures. There may be some evidence of <b>more complex language</b>. There is a range of appropriate vocabulary and structures. There are <b>some errors</b>, of a <b>minor and major nature</b>.</p>	<ul style="list-style-type: none"> <li>• attempts to write a reasonably organised response with some competence and coherence;</li> <li>• uses a satisfactory range of vocabulary and some idiomatic expressions;</li> <li>• attempts to use a range of grammar and structures to produce a response which can be understood and which uses appropriate tenses; and</li> <li>• demonstrates reasonable accuracy in the use of spelling, punctuation and grammar although there will be both minor and major errors.</li> </ul>	[7]–[8]
3	<p>The response has some organisation and some coherence. There is limited vocabulary and structures. There may be an attempt to use more complex language. <b>Most of the writing is comprehensible</b> but there will be both <b>minor and major errors</b>.</p>	<ul style="list-style-type: none"> <li>• shows some attempt to write an organised response with some coherence;</li> <li>• uses a limited range of vocabulary;</li> <li>• attempts to use some grammar and structures to produce a simple response; and</li> <li>• attempts to use accurate spelling, punctuation and grammar but there will be both minor and major errors which may impede understanding.</li> </ul>	[5]–[6]

Band	Performance Descriptors	This candidate:	Marks
2	The response has limited organisation. Vocabulary and structure are limited. There is a limited use of punctuation and grammar. It is likely there will be both <b>minor and major errors</b> .	<ul style="list-style-type: none"> <li>• makes a <b>limited attempt to write or organise</b> a response with little coherence;</li> <li>• uses a very limited range of vocabulary;</li> <li>• displays <b>limited use of basic grammar and structures</b> to produce a limited response; and</li> <li>• demonstrates the ability to write some short, simple sentences but there are many major inaccuracies in spelling, punctuation and grammar which will impede understanding.</li> </ul>	[3]–[4]
1	The response has little or no organisation. There is very basic vocabulary with little structure. There will be <b>both minor and major errors</b> .	<ul style="list-style-type: none"> <li>• makes an attempt to write a response but there is little or no coherence or structure;</li> <li>• uses only basic vocabulary;</li> <li>• uses very limited and inaccurate grammar with little or no structure to produce a very basic response; and</li> <li>• <b>demonstrates little or no ability to write some short, simple sentences</b> and there will be many <b>major inaccuracies</b> in spelling, punctuation and grammar which will <b>impede understanding</b>.</li> </ul>	[1]–[2]
0	No valid response/ incorrect/inappropriate/ not worthy of credit.	<ul style="list-style-type: none"> <li>• is a Band 0 because the response is not valid/incorrect/inappropriate/not worthy of credit.</li> </ul>	[0]

[30]

**Total**

AVAILABLE MARKS

30

**60**