



Rewarding Learning

**General Certificate of Secondary Education
2023**

Irish

Unit 1: Listening

Higher Tier

[GIH12]

THURSDAY 11 MAY, MORNING

**MARK
SCHEME**

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.

Assessment objectives

Below are the assessment objectives for **GCSE Irish**.

Candidates must:

AO1 understand and respond to different types of spoken language;

AO2 communicate and interact effectively in speech;

AO3 understand and respond to different types of written language; and

AO4 communicate in writing.

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.

Where candidate responses are unclear and do not follow the question rubric the following guidelines for marking may also be used:

Candidates ignore the instruction/misapply the rubric.

- If candidates are instructed to answer a question in English and answer in the Target Language, or vice versa, they cannot be awarded marks for this.
- When candidates are asked to select answers from a list and they select more than instructed, they will have one mark deducted from the total number of correct answers for every extra answer that they select, to a minimum mark of zero. For example if they are asked to select four correct phrases and they select five, they will have one mark taken off the total number of correct answers.
- If candidates are asked to select four and select six, they will have two marks taken off the total number of correct answers.

- If candidates are asked to select one answer and select more than one, they cannot receive any marks for the answer.

Candidates cross out a letter/untick a box.

- If it is clear to the marker that one answer has been de-selected and another selected, the mark can be awarded for a correct answer.

English/Target Language answers.

- Mark schemes will include the anticipated responses and some others deemed credit-worthy by the examining team. These answers will be discussed at the standardising meeting and may be added to.

Quality of English/Target Language.

- Where spelling and grammar in English or the target language impede understanding, candidates will not be awarded marks.

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 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.

Listening Higher

Section A

Questions and answers in Irish.

1	(a) C	[1]	
	(b) E	[1]	
	(c) A	[1]	
	(d) D	[1]	4
2	(a) A	[1]	
	(b) B	[1]	
	(c) C	[1]	
	(d) A	[1]	4
3	(a) B [1] D [1] (any order)	[2]	
	(b) C [1] E [1] (any order)	[2]	4
4	(a) (ii) Chuaigh Ciarán ar laethanta saoire thar lear.	[1]	
	(b) (i) D'fhan Ciarán ar feadh míosa sa tír.	[1]	
	(c) (ii) Bhí Ciarán ar laethanta saoire cois farraige.	[1]	
	(d) (i) Bhí na daoine galánta.	[1]	
	(e) (iii) Shíl Ciarán go raibh an bia go maith.	[1]	
	(f) (i) Chuaigh Ciarán ag siúl ar laethanta saoire.	[1]	6

Section A

18

Section B

Questions and answers in English.

			AVAILABLE MARKS
5	(a) (ii) (Flowers)	[1]	
	(b) (i) (Athletics)	[1]	
	(c) (iii) (Gavel)	[1]	3
6	(a) (iii) Andaí doesn't like flying. [1] (iv) Andaí doesn't like the hot weather in Spain. [1]	[2]	
	(b) (ii) Andaí visited the fair in Ballycastle. [1] (iii) Andaí intends to go to the Halloween parade in Derry. [1]	[2]	4
7	(a) (iii) (baby)	[1]	
	(b) (ii) (parcel)	[1]	
	(c) (i) (toiletries)	[1]	3
8	(a) C	[1]	
	(b) A	[1]	
	(c) B	[1]	
	(d) B	[1]	
	(e) A	[1]	5
9	(a) (ii) (couple dancing) [1] old people [1]	[2]	
	(b) (i) (climbing wall) [1] homeless [1]	[2]	
	(c) (i) (girl at computer) [1] unemployed/people with no computer skills [1]	[2]	
	(d) (iii) (adults eating) [1] (interactive) (white) board [1]	[2]	8

			AVAILABLE MARKS
10	(a) Thunder [1] lightning [1]	[2]	7
	(b) Tree [1] fell (down) [1] (a lot of) damage [1] (any two)	[2]	
	(c) No freezer [1] throwing food out [1] no electric [1] (any two)	[2]	
	(d) River	[1]	
11	(a) (ii) Niall talks about his problems.	[1]	4
	(b) (ii) Niall thinks that his parents are impatient with him.	[1]	
	(c) (iii) Niall thinks that it is easy to discuss problems with people he doesn't know well.	[1]	
	(d) (iii) Exams make Róise feel anxious.	[1]	
12	(a) Last year/the previous year	[1]	8
	(b) Serious	[1]	
	(c) United States/America/US/on the other side of the world	[1]	
	(d) No money/poor [1] shame/ashamed/embarrassed [1]	[2]	
	(e) Experience [1] qualifications [1]	[2]	
	(f) Interviews	[1]	
		Section B	42
		Total Listening	60