



*Rewarding Learning*

**General Certificate of Secondary Education  
2024**

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**Irish**

**Unit 4: Writing**

**Higher Tier**

**[GIH42]**

**WEDNESDAY 29 MAY, AFTERNOON**

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**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.

1 This question has five responses.

Each response is worth up to two marks.

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

(5 × [2])

[10]

2 This question has five responses.

Each response is worth up to two marks.

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

(5 × [2])

[10]

3 The translation has five sentences.

Each sentence is worth up to two marks.

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

[10]

**Translation Grid**

<b>Sentence</b>	<b>Translation sentence</b>	<b>Suggested translation</b>	<b>Credit</b>	<b>Do not credit</b>
<b>(a)</b>	I eat healthy food.	Ithim bia sláintiúil.		
<b>(b)</b>	Too much sugar is dangerous.	Tá barraíocht siúcra dainséarach.	an iomarca/ contúirteach, baolach	
<b>(c)</b>	I walk home every afternoon.	Siúlaim abhaile gach iarnóin.	San iarnóin/ sa tráthnóna/ gach tráthnóna	
<b>(d)</b>	I go to the leisure centre.	Téim go dtí an tsólann.	Chuig an/ spórtlann	
<b>(e)</b>	I see my friends regularly.	Feicim mo chairde go rialta.	go minic	

(5 × [2])

[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:	Mark
5	The candidate carries out the task effectively using very clear and concise language and displays excellent knowledge of the topic. Ideas and opinions are expressed and justified.	<ul style="list-style-type: none"> <li>produces a clear, concise and fluid response which includes very appropriate language;</li> <li>displays excellent knowledge of the subject matter and offers a lot of relevant information including unsolicited detail;</li> <li>includes personal ideas and opinions which are regularly justified; and</li> <li>gives an engaging response which is equally balanced against the bullet points and inaccuracies do not impede communication.</li> </ul>	[17]–[20]
4	The candidate carries out the task using clear and concise language and displays very good knowledge of the topic. Ideas and opinions are expressed and there is some justification.	<ul style="list-style-type: none"> <li>produces a very good response which includes generally suitable language;</li> <li>displays very good knowledge of the subject matter and offers sufficient relevant information including some unsolicited detail;</li> <li>includes personal ideas and opinions with some justification; and</li> <li>gives an appropriate response which is generally balanced against the bullet points and inaccuracies very rarely impede communication.</li> </ul>	[13]–[16]
3	The candidate carries out the task adequately and displays reasonable knowledge of the topic. Some ideas and opinions are expressed.	<ul style="list-style-type: none"> <li>produces a good response which includes suitable language;</li> <li>displays some good knowledge of the subject matter and offers some relevant information;</li> <li>includes some personal ideas and opinions; and</li> <li>makes an attempt to balance the response against the bullet points and inaccuracies rarely impede communication.</li> </ul>	[9]–[12]

<b>Band</b>	<b>Performance Descriptors</b>	<b>This candidate:</b>	<b>Mark</b>
<b>2</b>	The candidate carries out some elements 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 limited response which may include some suitable language;</li> <li>• displays limited knowledge of the subject matter and offers a little relevant information;</li> <li>• may make a reasonable attempt to include some personal ideas and opinions; and</li> <li>• makes some attempt to balance the response against the bullet points and inaccuracies may impede communication.</li> </ul>	<b>[5]–[8]</b>
<b>1</b>	The candidate does not carry out the task effectively and displays a very limited knowledge of the topic. Very few, if any ideas 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>• may attempt to include a personal idea or opinion; and</li> <li>• attempts to address the bullet points and inaccuracies will most likely impede communication.</li> </ul>	<b>[1]–[4]</b>
<b>0</b>	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:	Mark
5	<p>The response is well organised and coherent with an attempt to use language of a more complex nature. There is an excellent range of appropriate vocabulary and structures. There are few errors.</p>	<ul style="list-style-type: none"> <li>• demonstrates the ability to write with a high level of competence and coherence within a highly organised response;</li> <li>• uses a comprehensive range of vocabulary and idiom;</li> <li>• is proficient in the use of a wide range of grammar and structures, exhibiting a clear ability to manipulate the language with confidence, using tenses as appropriate; and</li> <li>• demonstrates a high level of accuracy in the use of spelling, punctuation and grammar with no or very few errors.</li> </ul>	[9]–[10]
4	<p>The response is organised and coherent. There is some evidence of language of a more complex nature. There is a very good range of appropriate vocabulary and structures. There are some errors, but mostly of a minor nature.</p>	<ul style="list-style-type: none"> <li>• demonstrate the ability to write very competently and coherently within an organised response;</li> <li>• use a very good range of vocabulary and some idiomatic expressions;</li> <li>• is 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 very good accuracy in the use of spelling, punctuation and grammar although there will be some errors of a minor nature.</li> </ul>	[7]–[8]
3	<p>The response is reasonably organised with a range of vocabulary and structures. There may be some evidence of more complex language. Most of the writing is comprehensible but there may be both minor and major errors.</p>	<ul style="list-style-type: none"> <li>• attempts to write a reasonably organised response with some competence and coherence;</li> <li>• uses a good range of vocabulary and some idiomatic expressions;</li> <li>• attempts to use of a range of grammar and structures to produce a response which can be understood and which uses appropriate tenses; and</li> <li>• demonstrates good accuracy in the use of spelling, punctuation and grammar but there will be both minor and major errors.</li> </ul>	[5]–[6]

<b>Band</b>	<b>Performance Descriptors</b>	<b>This candidate:</b>	<b>Mark</b>
<b>2</b>	The response has a limited attempt at organisation. There is basic vocabulary and structures. There may be an attempt to use more complex language. It is likely there will be both minor and major errors.	<ul style="list-style-type: none"> <li>• makes a limited 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>	<b>[3]–[4]</b>
<b>1</b>	The response has a very limited level of organisation. There is very basic vocabulary and structures. There will be both minor and major errors.	<ul style="list-style-type: none"> <li>• makes a very limited attempt to write a response;</li> <li>• uses a very limited range of vocabulary;</li> <li>• uses very basic grammar and structures to produce a very basic 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>	<b>[1]–[2]</b>
<b>0</b>	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>

[30]

**Total**

**AVAILABLE MARKS**

30

**60**