

New
Specification



**General Certificate of Secondary Education
2018**

Irish

Unit 4: Writing

Higher Tier

[GIH42]

MONDAY 14 MAY, MORNING

**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 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 × [2])

[10]

10

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 × [2])

[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 be 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)	tennis, football and basketball in the sports hall.	Leadóg, peil agus cispheil sa halla spóirt.		
(b)	Leisure centre is open late every Thursday.	Bíonn an tsólann ar oscailt (go) mall gach Déardaoin.		
(c)	Get fresh food and drinks in the café.	Faigh bia úr agus deochanna sa chaifé.		
(d)	Keep fit and stay healthy.	Coinnigh aclaí agus fan sláintiúil/ folláin.		
(e)	Advice available free of charge.	Comhairle ar fáil saor in aisce.		

(5 × [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:	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"> • produces a clear, concise and fluid response which includes very appropriate language; • displays excellent knowledge of the subject matter and offers a lot of relevant information including unsolicited detail; • includes personal ideas and opinions which are regularly justified; and • gives an engaging response which is equally balanced against the bullet points and inaccuracies do not impede communication. 	[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"> • produces a very good response which includes generally suitable language; • displays very good knowledge of the subject matter and offers sufficient relevant information including some unsolicited detail; • includes personal ideas and opinions with some justification; and • gives an appropriate response which is generally balanced against the bullet points and inaccuracies very rarely impede communication. 	[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"> • produces a good response which includes suitable language; • displays some good knowledge of the subject matter and offers some relevant information; • includes some personal ideas and opinions; and • makes an attempt to balance the response against the bullet points and inaccuracies rarely impede communication. 	[9]–[12]

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

Writing (Grammar and Structures)

Band	Performance Descriptors	This candidate:	Mark
5	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.	<ul style="list-style-type: none"> • demonstrates the ability to write with a high level of competence and coherence within a highly organised response; • uses a comprehensive range of vocabulary and idiom; • is proficient in the use of a wide range of grammar and structures; exhibiting a clear ability to manipulate the language with fluency and using tenses as appropriate; and • demonstrates a high level of accuracy in the use of spelling, punctuation and grammar with no or very few errors. 	[9]–[10]
4	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.	<ul style="list-style-type: none"> • demonstrates the ability to write very competently and coherently within an organised response; • uses a very good range of vocabulary and some idiomatic expressions; • 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 • demonstrates very good accuracy in the use of spelling, punctuation and grammar although there will be some errors of a minor nature. 	[7]–[8]
3	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.	<ul style="list-style-type: none"> • attempts to write a reasonably organised response with some competence and coherence; • uses a good range of vocabulary and some idiomatic expressions; • attempts to use a range of grammar and structures to produce a response which can be understood and which uses appropriate tenses; and • demonstrates good accuracy in the use of spelling, punctuation and grammar but there will be both minor and major errors. 	[5]–[6]

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

		AVAILABLE MARKS
	[30]	30
	Total	60