



*Rewarding Learning*

**General Certificate of Secondary Education**

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**Irish**

Unit 4: Writing

Higher Tier

**[GIH42]**

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**Assessment**

**MARK  
SCHEME**

## General Marking Instructions

### **Introduction**

Mark schemes are intended to ensure that the GCSE CCEA Assessment Resources are marked consistently and fairly. The mark schemes provide teachers 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 CCEA Assessment Resources, teachers should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old.

### **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, teachers are expected to use their professional judgement to assess the validity of answers.

### **Positive marking**

Teachers 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. Teachers 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.

It should also be noted that half marks are not given. Therefore, a candidate can only be awarded 0, 1, 2 marks etc. depending on the number of marks available for that question.

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.

Where candidates indicate their answer by writing an 'X' instead of a tick, as instructed, please accept 'X' as a valid 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.

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, teachers 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, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers.

- ***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.

## Explanatory notes for centres for Higher Writing 2021

These general points should be read in conjunction with the information provided on pages 2 and 3 of this mark scheme.

Everything that a candidate writes **MUST** be assessed in its entirety, even if this reduces the mark that a candidate gains. We cannot ignore part of an answer as being irrelevant – it must all be assessed. It is unfortunate if a candidate attempts to expand an answer and thereby, unknowingly, introduces confusion, but we are not responsible for how much they write; we are, however, responsible for assessing all that has been produced during the assessment process.

### Alternative answers supplied:

If candidates supply alternative (incorrect) answers or if candidates answer in the wrong language, then no marks can be awarded.

### Information for marking questions

The information provided below explains the mark scheme in more detail and provides some examples and commentaries by way of illustration. The illustrations used are generic and demonstrated through the medium of English.

Questions 1 and 2 require candidates to write single sentences in the Target Language. In any question, which asks candidates to write a sentence, candidates must write a sentence which **includes a conjugated verb**. (5 × 2)

If a candidate uses an incorrect verb tense – e.g. last weekend, I will go to the cinema – communication has **only been partially** achieved and the mark will be reduced by **one** for that element.

Examples:

1 and 2. Your teacher has asked you to answer these questions.

Write **one** sentence for each answer.

- Where do you live?
- With whom do you live?
- Where is your house?
- What do you think about your bedroom?
- What do you do to relax?

Candidate response	Judgement	Explanation
I live in a house.	Full communication = 2	Full communication.
With my family.	Not full communication = 1	No verb so not a sentence but partial communication.
My hoose is near the see-side.	Minor errors = 1	Message is partially communicated but with minor errors.
I love my bedroom.	Full communication = 2	Full communication.
I can't walk the dog.	Does not answer the question set = 0	Accurate spelling but question is not answered.

Question 3 is a translation exercise. Candidates must translate 5 short sentences from English into the Target Language.

If a candidate uses an incorrect verb tense – e.g. last weekend, I will go to the cinema – communication has **only been partially** achieved and the mark will be reduced to one for that element.

Question 4 asks candidates to write a structured piece of extended writing. The CCEA circular of April 2018 recommends that Higher tier candidates should write **130–150** words for this question. The word limits and guidance provided are very important. Lengthy answers can be self-penalising, as markers are obliged to assess all that candidates write. Markers should bear in mind that all bullet points have equal weighting. Candidates must answer all five bullet points appropriately if they wish to access the upper mark bands.

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 marker 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.

***Suggested method for assessing the extended writing question:***

In the answer, identify and bracket each bullet point. Assess each bullet point individually for communication – award a Band. Consider the 5 bands that you have awarded and choose the 'best fit' band overall. This should be worked out mathematically.

$B4 + B4 + B2 + B3 + B4 = B3$  overall. This would probably be mid/high band 3, depending on the quality of each paragraph.

For Grammar and Structures, an overall impression mark can be awarded.

There is no stipulation that the Grammar and Structures band should be lower than or even the same as the Communication band but there may be a correlation between the band awarded for Communication and the one awarded for Grammar and Structures.

Furthermore, if a candidate writes anything in Target Language, which demonstrates some understanding of any aspect of the question set, then the candidate must be awarded 1 for Communication and 1 for Grammar and Structures.

Example illustrating a notional level of response for each Communication band.

## Writing (Communication)

- Describe your house

Communication Band	Candidate response	Comment
Band 5	My house is situated in the suburbs of a large agricultural town. I enjoy living there because the leisure facilities are fantastic.	Clear, concise response – very appropriate language – excellent knowledge of subject matter – relevant information – personal opinion and justification.
Band 4	I live in the suburbs of an industrial town. I enjoy living there because everyone is friendly. There is very good job opportunities.	Very good response – generally suitable language – very good knowledge of subject matter – relevant information – personal opinion & justification – inaccuracies rarely impede communication.
Band 3	My house is in a nice town. My house has five bedrooms, a lovely bathroom and a big kitchen.	Good response – suitable language – some good knowledge of subject matter – some relevant information – some opinions – inaccuracies rarely impede communication.
Band 2	My house has four bedrooms and a big kitchen. There is a dog that I like. I like my house. There is six rooms and I have my own room.	Limited response – some suitable language – limited knowledge of subject matter – a little relevant information – reasonable attempt to include some opinion – inaccuracies impede communication.
Band 1	I like my house. House big with five doors. Mother and sister live here. It is great.	Very limited response – attempts to include some suitable language – very limited knowledge of subject matter – attempts to include personal ideas and opinions – inaccuracies impede communication.
Band 0	My dog is called Bruno. I walk my dog. My dog is very cute.	Response is inappropriate.

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 minor errors.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

A sentence is required to achieve full communication. A word or phrase will not suffice, e.g. What size is the town? Iontach mór – [1] mark/Tá sé iontach mór – [2] marks  
[2] marks awarded where full communication has been achieved and while spelling errors may be present, they do not impede communication.

e.g. What is your favourite thing about the town?

Is fearr liom na daoini ([2] marks)

[1] mark awarded where partial communication has been achieved, e.g. where there is not a full sentence as a response/wrong tense is used/verb is missing/there is a partially incorrect response or the response is only partially developed,

e.g. What activities are available for young people?

Peil Ghaelach ([1] mark)

Club óige ([1] mark)

[0] marks – no response given/response is not relevant or appropriate or not worthy of credit.

e.g. What is the main disadvantage of the town? A lán cars ([0] marks)

[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 minor errors.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

A sentence is required to achieve full communication. A word or phrase will not suffice. The rubric specifies that a variety of vocabulary should be used. Candidates may use the same verb in different sentences without being penalised.

[2] marks awarded where full communication relevant to the task has been achieved and, while spelling errors may be present, they do not impede communication.

e.g. Bíonn cúig rang agam gach lá.

Ithim ull ag an sos.

Ní maith liom an Béarla.

Rachaidh mé ar scoil sa carr.

[1] mark awarded where partial communication has been achieved, e.g. where there is not a full sentence as a response/wrong tense is used/verb is missing/there is a partially incorrect response or the response is only partially developed/spellings of words are so poor communication is impeded.

Cúig rang

Mata

Téim ar scoil sa bhus

[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]

[2] marks – All words/information accounted for resulting in an accurate and competent translation.

[1] mark – 50% of words/information accounted for resulting in a fairly accurate and reasonably competent translation.

[10]

### Translation Grid

Sentence	Translation sentence	Suggested translation	Credit	Do not credit
(a)	I am sixteen years old.	Tá mé sé bliana déag d'aois.	Tá sé bliana déag slánaithe agam	16
(b)	There are five in my family.	Tá cúigear i mo theaghlach.	i mo chlann	
(c)	I am the oldest person in the family.	Is mise an duine is sine sa teaghlach.	sa chlann	
(d)	I can be lazy sometimes.	Is féidir liom bheith falsa in amanna.	Thig liom leisciúil uaireanta corruair anois is arís	
(e)	I get on well with my brother.	Réitím go maith le mo dheartháir.	Tá mé mór le	

## 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.

### Communication

All 5 bullet points addressed – Starting point for marking is band 5

4 bullet points addressed – Starting point for marking is band 4

3 bullet points addressed – Starting point for marking is band 3

2 bullet points addressed – Starting point for marking is band 2

1 bullet point addressed – Starting point for marking is band 1

### Grammar and structures

Starting point for all scripts – Band 5.

There is no reference to relevance in the mark scheme.

### 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]

<b>Band</b>	<b>Performance Descriptors</b>	<b>This candidate:</b>	<b>Mark</b>
<b>3</b>	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>	<b>[9]–[12]</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 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>• 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	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"> <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	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"> <li>• demonstrates the ability to write very competently and coherently within an organised response;</li> <li>• uses 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	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"> <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>

		<b>AVAILABLE MARKS</b>
	[30]	30
	<b>Total</b>	<b>60</b>