



**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2011**

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**Irish**

**Assessment Unit AS 2  
Sections B and C**

*assessing*

**Reading and Extended Writing**

**[AI122]**

**TUESDAY 11 JANUARY, AFTERNOON**

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**MARK  
SCHEME**

## Section B: Reading

AVAILABLE  
MARKS

- 1 (a) (i) leat féin [1]
- (ii) sa lá atá inniu ann [1]
- (iii) má chaithfidh tú [1]
- (iv) léarscáil [1]
- (v) cuir scairt ar [1]

Marks for AO2 [5]

- (b) (i) caithfidh muintir na tuaithe [1]  
agus muintir na cathrach [1] (araon) (bheith cúramach) [2]
- (ii) “ní tharlóidh a leithéid domsa” [1]
- (iii) dul abhaile/i gcarr/le duine atá ólta **or**  
siúl abhaile/gan chomhlúadar/agus tú ar meisce **or**  
glacadh le/síob/ó strainséir [3]
- (iv) barraíocht le hól [1]  
drugaí sna deochanna [1] [2]
- (v) tóg do dheoch leat i gcónaí [1]  
iarr ar do chara aire a thabhairt do do dheoch [1] [2]
- (vi) cuir airgead i leataobh (le hóc as tacsáí) [1]  
faigh tacsáí ceart [1]  
bí foighneach [1] [3]
- (vii) ná taispeáin go bhfuil tú caillte/siúil go cinnte/ná hamharc ar  
léarscáil go hoscailte (**any two**) [2]

Marks for AO2 [15]

Marks for AO3 [10]

Total marks for (a) and (b) [30]

30

Examiners should review responses to the questions and allocate marks for AO2. An overall mark for AO3 should be given based on the performance descriptors grid.

<b>Bands</b>	<b>AO3 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	Candidate displays a very good command of the target language. Grammar, structures and accuracy are of a very high order.	<b>9–10</b>
<b>4</b>	Candidate displays a good command of the target language. Grammar, structures and accuracy are of a high order.	<b>7–8</b>
<b>3</b>	Candidate displays a fair command of the target language. Control of grammar, structures and accuracy may be inconsistent.	<b>5–6</b>
<b>2</b>	Candidate displays limited command of the target language. There are frequent errors and poor control of grammar and structures.	<b>3–4</b>
<b>1</b>	Candidate displays little or no command of the target language. Inaccuracies are widespread and serious.	<b>0–2</b>

**Targeted Assessment Objective AO2 [20]**

**Targeted Assessment Objective AO3 [10]**

**Total marks for (a) and (b) [30]**

## 2 Translation

**The translation is divided into six sections. Each section is worth 10 marks. The total is then divided by three.**

There were great celebrations going on in Belfast last week because of the good news that a boy called Tomás Mac Éinrí got.

Tomás, who is nine years old, has just got himself an important role in a major Scottish film.

“The Eagle of the Ninth” is the title of the film and the Canadian star Donald Sutherland will be acting alongside Tomás in it.

Although the story’s events take place in Scotland, a boy from Belfast was chosen because he speaks Irish.

At first the producers had intended to give the part to a boy who could speak Scottish Gaelic (Gàidhlig), but they failed to find one.

Tomás’s family are of course both happy and proud as they look forward greatly to the day when he will be seen on the big screen.

<b>Bands</b>	<b>AO2 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	An accurate rendering. Sensitive to register and idiom. Spelling, punctuation and grammar in English are of a very high order.	<b>9–10</b>
<b>4</b>	A generally accurate rendering. There may be some errors. Good attention to structure and register. Spelling, punctuation and grammar in English are of a high order.	<b>7–8</b>
<b>3</b>	A competent rendering of at least half the section. Some attention to structure and register. There will be instances of errors in spelling, punctuation and grammar in English.	<b>5–6</b>
<b>2</b>	Comprehension is limited. Inaccuracies in comprehension. Information not fully conveyed. There will be instances of errors in spelling, punctuation and grammar in English.	<b>3–4</b>
<b>1</b>	Very little attempt to comply with the demands of the task. Often incoherent. Spelling, punctuation and grammar in English interfere with a coherent translation of the text.	<b>1–2</b>

**Total marks for AO2 [20]**

## Section C: Extended Writing

## AS 2 Question 1 Extended Writing: Target Assessment Objectives AO2 and AO3

<b>Bands</b>	<b>AO2 Performance Descriptors Understanding</b>	<b>Marks AO2</b>	<b>AO3 Performance Descriptors Target Language</b>	<b>Marks AO3</b>
<b>5</b>	Candidate shows a clear understanding of the requirements of the question and a very good knowledge of the topic. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. Good degree of personal engagement and analysis.	<b>17–20</b>	Very good command of language with frequent examples of accurate and complex structures appropriate to level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	<b>25–30</b>
<b>4</b>	Candidate shows a good understanding of the requirements of the question and good knowledge of the topic. The question is addressed appropriately and coherently. There is evidence of personal engagement and analysis.	<b>13–16</b>	Clear, well structured language much in evidence. Few basic errors and some use of more complex idiom and structure evident. Wide use of appropriate vocabulary with few misspellings.	<b>19–24</b>
<b>3</b>	Candidate shows some understanding of the requirements of the question and some knowledge of the topic. The response is of a general nature, lacking structure and uneven. Information given generally lacks detail.	<b>9–12</b>	Some control of basic grammar and structures evident. Generally characterised by lack of complex syntax, structures and limited vocabulary including frequent misspelling. There may be some use of anglicised forms.	<b>13–18</b>
<b>2</b>	Candidate shows limited understanding of the requirements of the question and limited knowledge of the topic. The response is unstructured and inconsistent. Information given is generally vague.	<b>5–8</b>	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary, both general and related to the topic. Syntax highly fractured. Reverts frequently to use of anglicised forms and English words.	<b>7–12</b>
<b>1</b>	Candidate shows little or no understanding of the requirements of the questions and little or no knowledge of the topic. Little or no relevant information given.	<b>0–4</b>	Candidate shows a predominance of grammatical and lexical errors that inhibits communication. Very limited or no command of basic vocabulary. Regular misspelling. Gaps and use of English common.	<b>0–6</b>

Marks for AO2 [20]

Marks for AO3 [30]

Total marks for Extended Writing [50]