



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2014**

Irish

Assessment Unit AS 2 (Sections B and C)

assessing

Reading and Extended Writing

[AI122]

FRIDAY 10 JANUARY, AFTERNOON

**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.

Section B: Reading

- | | | |
|---|-----------------------------------|-----|
| 1 | (a) (na) gnáthranganna | [1] |
| | (b) gníomhaíochtaí | [1] |
| | (c) níos déanaí/ina dhiaidh (sin) | [1] |
| | (d) go speisialta | [1] |
| | (e) daltaí | [1] |

Marks for AO2 [5]

5

- | | | |
|---|--|-----|
| 2 | (a) An Chéadaoin/lár na seachtaine | [1] |
| | (b) gnó na scoile [1]
cuairteoirí ag teacht isteach le labhairt [1]
comhrá leis an mhúinteoir foirme [1]
obair charthanachta [1]
tógáil airgid [1] (any three) | [3] |
| | (c) fáil amach [1] cad é mar atá [1] an páiste scoile [1] | [3] |
| | (d) go bhfuil tinte ealaíne [1]
dainséarach [1] | [2] |
| | (e) grá [1]
gnéas [1]
fostaíocht [1] (any two) | [2] |
| | (f) daoine atá ar mhíchumas/daoine bochta | [1] |
| | (g) le hairgead [1] a ghnóthú [1] or
le cuidiú [1] (a thabhairt) do chúiseanna ar leith [1] | [2] |
| | (h) níl spéis ag na scoláirí sna toipicí [1] | [1] |

Marks for AO2 [15]

15

Section B: Reading

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

Marks for AO3 [10]

10

Marks for AO3 (Q2) [10]

Total Marks for Q2 [25]

3 Translation

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Notes to Examiners

1. This mark scheme should be read in conjunction with the Instructions to Assistant Examiners, in particular the references to annotation of candidates' work.
2. To facilitate marking, the text can be divided into six sections. Mark off these sections within the script before starting to mark. The total number of marks available for the question (AO2 [20]) has been tripled to a working total of [60]. The translation should be positively assessed by applying the description of performance grid, set out on the page following the translation, in each of the six sections. Assistant Examiners are asked to place each section in a band and to consider which mark in the range is appropriate. That mark should be recorded as a sub-total in the right-hand margin to facilitate totalling.
3. Credit should be given for other valid responses not set out in "Suggested Translation".
4. Ticks over relevant section(s) must indicate positive marks to be awarded. Errors should be underlined, infelicities indicated by a wavy line. Ticks should indicate where marks are being awarded.
5. Marks for each subsection of the translation test should be recorded in the right-hand margin. The marks should be totalled; half marks should be rounded up and the total divided by three to give a mark out of twenty; the final marks should be transferred, ringed, to the top right-hand corner of the candidate's script.

Translation Grid for Mark Scheme

Section		Suggested translation	Credit	Do Not Credit
1	Tá an-imní ar mhuintir Bhéal Feirste Thuaidh mar gheall ar thinneas a shílítear a thosaigh i mbialann sa cheantar.	The people of North Belfast are very concerned regarding an illness which is thought to have started in a restaurant in the area.		
2	Meastar, san am i láthair, go bhfuil suas le nócha duine go dona tinn, i ndiaidh dóibh bia truaillithe a ithe i mbialann in ionad siopadóireachta.	It is estimated, at the moment, that up to ninety people are seriously ill, after eating contaminated food in a restaurant in a shopping centre.		
3	De réir na saineolaithe bia, tá víreas darb ainm <i>E. coli</i> orthu. Is féidir leis seo bheith iontach contúirteach, a deir siad.	According to food experts, they have a virus called <i>E. coli</i> . This can be extremely dangerous, they say.		
4	Is féidir gur tháinig an galar seo orthu mar thoradh ar chleachtais mhíshláintiúla i gcistin na bialainne.	It is possible that they caught this disease as a result of unhealthy practices in the kitchen of the restaurant.	habits (cleachtais)	
5	Má bhíonn lámha cócaire nó freastalaí salach, is féidir leis an bhia a chuireann siad ar fáil bheith nimhiúil don chustaiméir.	If the hands of a cook or waiter are dirty, the food which they provide can be poisonous to the customer.		
6	Níl a fhios ag aon duine cé atá ciontach sa tubaiste ach, ar chluinstin an drochscéala dó, dhruid úinéir na bialainne na doirse as a stuaim féin.	No one knows who is to blame for the disaster but, on hearing the bad news, the owner of the restaurant closed the doors on his own initiative.		

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Bands	AO2 Performance Descriptors	Marks
5	An accurate rendering. Sensitive to register and idiom. Spelling, punctuation and grammar in English are of a very high order.	9–10
4	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.	7–8
3	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.	5–6
2	Comprehension is limited. Inaccuracies in comprehension. Information not fully conveyed. There will be instances of errors in spelling, punctuation and grammar in English.	3–4
1	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.	0–2

Total marks for AO2 [20]

20

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Section C: Extended Writing

Target Assessment Objectives AO2 and AO3

Bands	AO2 Performance Descriptors Understanding	Marks AO2	AO3 Performance Descriptors Target Language	Marks AO3
5	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.	17–20	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.	25–30
4	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.	13–16	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.	19–24
3	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.	9–12	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.	13–18
2	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.	5–8	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.	7–12
1	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.	0–4	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.	0–6

Marks for AO2 [20]

Marks for AO3 [30]

Total marks for Extended Writing [50]