



ADVANCED
General Certificate of Education
2011

Irish

Assessment Unit A2 2

Sections B and C

assessing

Reading and Extended Writing

[AI222]

THURSDAY 2 JUNE, AFTERNOON

**MARK
SCHEME**

Section B: Reading

AVAILABLE
MARKS

Question 1

Dramhaíl dhainséarach

Déanann seantrealamh leictreonach go leor (a) dochair don (b) chomhshaol ach anois tá an tAontas Eorpach ag iarraidh dul i ngleic leis an fhadhb.

Is beag lá nach (c) bhfógraítear sladmhargadh i saol na ríomhairí – agus go minic bíonn na praghsanna chomh híseal sin go mbíonn sé deacair gan aird a thabhairt ar na tairiscintí (d) mealltacha.

Ach má cheannaíonn tú ríomhaire nua, tá fadhb á cruthú agat duit féin: Cad é a dhéanfaidh tú leis an ríomhaire atá agat cheana féin ar do dheasc? Tá cuid mhaith ríomhairí as dáta ag bailiú dusta i dtithe in Éirinn, agus tá an teicneolaíocht ag bogadh ar aghaidh chomh

(e) gasta sin gur beag eagraíocht charthanachta atá sásta glacadh le ríomhairí atá níos mó ná cúpla bliain d'aois. Ní fhágann sé sin de (f) rogha ag daoine ach na ríomhairí sin a chaitheamh amach.

Ar an drochuair, tá ríomhairí lán d'ábhar (g) nimhiúil agus tá an tAontas Eorpach anois ag iarraidh srian a chur leis na fadhbanna comhshaoil a chruthaíonn seantrealamh leictreonach. Faoi láthair, tá an tAontas ag iarraidh polasaí a chruthú chun déileáil le dramhaíl leictreonach. Tá sé an-deacair dramhaíl leictreonach a (h) athchúrsáil toisc go bhfuil a lán ábhair agus comhpháirteanna i gceist.

Tuairiscítear gur (i) cruthaíodh sé mhilliún tonna de dhramhaíl leictreonach san Aontas Eorpach sa bhliain 1998 – agus cuirtear os cionn 90% den dramhaíl sin i láithreán dramhaíola, áit ar féidir dearmad a dhéanamh uirthi ar feadh tamaill. Is miotal é 60% den dramhaíl sin, agus plaisteach atá in 20% eile. Tá ábhair dhainséaracha ar nós luaidhe agus mearcair ina lán ríomhairí agus má fhágta an cineál sin trealamh i láithreán dramhaíola cruthaítear fadhbanna (j) fadtéarmacha comhshaoil.

Marks for AO2 [10]

Question 2AVAILABLE
MARKS

| | | |
|----------------|---------------------|-----|
| (a) (a) | ag caoineadh | [1] |
| (b) | cuir i gcás | [1] |
| (c) | ar fad | [1] |
| (d) | a muintir | [1] |
| (e) | ar an bheagán | [1] |
| (f) | tar éis méadú | [1] |
| (g) | dá bharr seo | [1] |
| (h) | sroichte | [1] |
| (i) | san am atá romhainn | [1] |
| (j) | íoc | [1] |

Marks for AO2 [10]

| | | |
|----------------|---|-----|
| (b) (i) | (Bhíodh siad) ag imeacht/ag dul ar imirce | [1] |
| (ii) | Inimircigh [1] ag cronú [1] a muintire [1] Nó i bhfad ar shiúl [1] óna muintir [1] | [3] |
| (iii) | Ní dhíolann siad (ach) [1] an tuarastal deothach/is ísle [1] leo Nó Bíonn siad sásta [1] iad a chur isteach i lóistín míchompórdach [1] | [2] |
| (iv) | Tá cáin ioncaim [1] níos fearr ag teacht isteach [1] Nó ilchultúrthachas [1] agus rogha tithe iteacháin [1] | [2] |
| (v) | Íocfaidh siad [1] as an phinsean [1] | [2] |

Marks for AO2 [10]**Total marks for (a) and (b) [20]**

30

Translation into Target Language

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 **[20]** has been tripled to a working total of **60** marks. The translation should be assessed by applying the description of performance grid, set out below, in each of the **six** sections. Examiners are asked to place each section in a band and award a mark. To facilitate totalling, that mark should be recorded as a sub-total in the right-hand margin, level with section slash.

Insert the total at the end of the translation. Divide by 3 to give a mark out of twenty; the final mark should be transferred, ringed, to the top right-hand corner of the candidate's script.

$\frac{1}{3}$ should be rounded down and $\frac{2}{3}$ should be rounded up.

- 3 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. If alternatives are offered, only the first should be credited.
- 4 Credit should be given for other valid responses not set out in "Suggested Translation".

| Band | AO3 Description of Performance | Marks |
|------|--|-------|
| 5 | The presentation of original information in the target language is very good. Grammar, structures and accuracy are of a very high order. | 9–10 |
| 4 | Faithful rendering, evidence of some minor errors. Lexis and structures used confidently. | 7–8 |
| 3 | Satisfactory attempt overall and more than half of the information has been accurately conveyed. | 5–6 |
| 2 | Limited in terms of language. Inaccuracies may be frequent and serious. Less than half the information has been conveyed. Some use of English evident. | 3–4 |
| 1 | Little or no attempt to comply with the demands of the task. Gaps are evident with over-dependence on use of English. | 0–2 |

Marks for AO3 [20]

AVAILABLE
MARKS**Question 3****Suggested Translation**

Taispeánadh clár faisnéise ar an teilifís ar na mallaibh a phléigh cúrsaí cothromáiochta.

Rinneadh suirbhé i mbunscoileanna faoin dearcadh a bhíonn ag scoláirí óga ar rólanna sa teaghlach sa lá atá inniu ann.

Bhí iontas ar lucht déanta an chláir nuair a fuair siad amach go raibh gasúir sé bliana d'aois caolaigeanta ina ndearcadh i leith na mban.

Chaith siad cuid mhór ama ag amharc ar dhaoine óga agus ar an dóigh a raibh siad ag plé lena chéile, go háirithe sa chlós súgartha.

Thug siad faoi deara nach raibh na gasúir sásta an liathróid a thabhairt do na cailíní go rómhinic ar eagla go gcaillfeadh siad an cluiche.

Iontach go leor, fuarthas amach go raibh cuid mhór de na cailíní sásta leis an dóigh ar caitheadh leo.

20

Section C: Extended Writing

Target Assessment Objectives AO2 and AO3

Total: 50 marks

| 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 text. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. It is supported by pertinent references. Good degree of personal engagement and analysis. | 33–40 | 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. | 9–10 |
| 4 | Candidate shows a good understanding of the requirements of the question and good knowledge of the text. The question is addressed appropriately and coherently and is supported by appropriate references. Evidence of personal engagement and analysis. | 25–32 | 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. | 7–8 |
| 3 | Candidate shows some understanding of the requirements of the question and some knowledge of the text. The response is of a general nature, lacking structure and uneven. Information given generally lacks detail. | 17–24 | 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. | 5–6 |
| 2 | Candidate shows limited understanding of the requirements of the question and limited knowledge of the text. The response is unstructured and inconsistent. Information given is generally vague. | 9–16 | Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary, both general and related to the literary text. Syntax highly fractured. Reverts frequently to use of anglicised forms and English words. | 3–4 |
| 1 | Candidate shows little or no understanding of the requirements of the question and little or no knowledge of the text. Little or no relevant information given. | 0–8 | 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. | 0–2 |

Marks for AO2 [40]

Marks for AO3 [10]

Total marks for Extended Writing [50]