



ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2013

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**Irish**

Assessment Unit AS 2

Sections B and C

*assessing*

Reading and Extended Writing

**[AI122]**

**MONDAY 3 JUNE, AFTERNOON**

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**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

AVAILABLE  
MARKS

- 1 (a) corradh le [1]
- (b) i gcomparáid le [1]
- (c) músclaíonn [1]
- (d) na bealaí teilifíse is mó [1]
- (e) leis féin [1]
- 2 (a) bhí fón póca [1] ag beagnach [1] na daoine ar fad [1] [3]
- (b) ceol/(cúpla) cluiche (**either one**) [1]
- (c) (feiceann tú) a lán daoine [1] le huirilis (ina láimh) (go minic) [1] [2]
- (d) amharcann tú ar do théacsanna/ [2]  
osclaíonn tú teachtaireachtaí ríomhphoist/ [2]  
feiceann tú an t-eolas is déanaí ar mhogalra sóisialta/ [2]  
pleanálann tú an lá (le d'fhéilire)/ [2]  
léann tú scéalta nuachta [2]  
(**any two**) [4]
- (e) éisteannt tú le stáisiún raidió/  
amharcann tú ar chlár teilifíse/  
scríobhann tú amach rudaí atá le ceannach/  
faigheann tú treoracha le béile a dhéanamh/  
cuardaíonn tú eolas ar an Idirlíon (**any one**) [2]
- (f) siamsaíocht/scéalta grinn/teagmháil le cairde (**any one**) [1]
- (g) seacht lá a chaitheamh [1] gan fón póca [1] [2]

Marks for AO2 (a) [5]

Marks for AO2 (b) [15]

Marks for AO3 (b) [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]**

### 3 Translation

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

The police in London announced recently that 49% of the people they arrested last year had drunk alcohol.

In half the cases, therefore, the person was under the influence of alcohol when the crime was committed and when the police caught him. Some of the criminals were drunk.

Police do not know if the crimes happened purely because of the alcohol, but they are of the opinion that alcohol played a strong role in the incidents.

The doctors think that alcohol gives the person courage and he is unable to make a sensible decision. They say that the drunk person does not understand the damage he (himself) can do.

The figures which the police published in London often involved teenagers and young children. Many people were amazed that young people are able to buy the alcohol!

That being said, there is a widespread information campaign about alcohol on-going in schools in Britain and in this country. Perhaps the young people will understand the dangers connected to alcohol as a result.

<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]**