



**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2017**

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**Irish**

**Assessment Unit AS 3**

*assessing*

**Extended Writing**

**[SIR31]**

**FRIDAY 2 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.

## AS 3 Extended Writing

## Target Assessment Objective AO2

Band	AO2 Performance Descriptors Understanding	Marks
5	The candidate demonstrates an excellent understanding of the requirements of the question. The question is addressed appropriately and coherently with minimum repetition. Material relates very well to the task.	[29]–[35]
4	The candidate shows a very good understanding of the requirements of the question. The question is addressed appropriately and coherently. Material relates well to the task.	[22]–[28]
3	The candidate shows good understanding of the requirements of the question. The response may be of a general nature, lacking structure or uneven.	[15]–[21]
2	The candidate shows quite limited understanding of the requirements of the question. The response may be unstructured or inconsistent.	[8]–[14]
1	The candidate shows very limited understanding of the requirements of the question. Little relevant information is given.	[1]–[7]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

## Target Assessment Objective AO4

Band	AO4 Performance Descriptors Knowledge	Marks
5	The candidate demonstrates an excellent knowledge of the film/text studied and is able to focus appropriately on key aspects of the question. Detailed knowledge, views, arguments and insights are presented clearly.	[17]–[20]
4	The candidate shows a very good knowledge of the film/text studied and is able to focus appropriately on certain key aspects of the question.	[13]–[16]
3	The candidate shows good knowledge of the film/text studied and is able to focus on some aspects of the question.	[9]–[12]
2	The candidate shows quite limited knowledge of the film/text studied. There may be a lack of focus on key aspects of the question. Information given may be generally vague.	[5]–[8]
1	The candidate shows very limited knowledge of the film/text studied. There may be a lack of focus on key aspects of the question. Little relevant information is given.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

## Target Assessment Objective AO3

<b>Band</b>	<b>AO3 Performance Descriptors Target Language</b>	<b>Marks</b>
5	Excellent command of language with frequent examples of accurate and complex structures appropriate to AS level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	[17]–[20]
4	Very good, clear well-structured language much in evidence. Few basic errors and some use of more complex idiom and structures evident.	[13]–[16]
3	Good control of basic grammar and structures evident. Generally characterised by some lack of complex language and quite limited vocabulary with frequent misspellings. There may be some use of anglicised forms.	[9]–[12]
2	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary and may revert to use of anglicised forms or English words. Quite limited.	[5]–[8]
1	Predominance of grammatical and lexical errors that inhibit communication. Very limited command of idiom and vocabulary. Regular misspellings. Gaps and use of English common. Very limited.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Marks for AO2 [35]

Marks for AO4 [20]

Marks for AO3 [20]

Total marks [75]

**Extended Writing: Indicative Content**

Examiners should look for a cogent and structured answer based on **some** of the following points and others which may be relevant.

**1 O'Hara: *Yu Ming Is Ainm Dom***

- (a) **Cad é mar a chuirtear téama an choimhthís i láthair sa scannán *Yu Ming Is Ainm Dom*? Pléigh i do fhreagra:**

**an dóigh a léirítear Yu Ming ina thír féin**

cuma uaigneach air agus é ag obair sa tsiopa  
baintear úsáid as dath glas leis an uaigneas a threisiú  
obair leadránach ar siúl aige, gan duine ar bith thart air  
an dóigh a gcaitheann a fhostóir leis  
seat gairid ar a aghaidh leis an ghruaim a shoiléiriú  
leis féin sa leabharlann  
an dóigh a gcaitheann an leabharlannaí leis

**an dóigh a léirítear Yu Ming nuair a thagann sé go hÉirinn ag an tús**

ag siúl fríd an aerfort nuair a thagann sé go Baile Átha Cliath. Leis féin ach cuma shásta air  
daoine thart air an t-am ar fad  
ceol measartha bríomhar  
dath gorm ar achan rud  
an bia – deacrachtaí aige le scian agus le forc – ceol  
é ag siúl na sráideanna – daoine thart air ach gan duine ar bith ag caint leis  
ceol brónach malltriallach/dath gorm  
ina shuí cois abhann in aice le dealbh Patrick Kavanagh – coimhthíoch eile  
sa bheár – tuiscint/teanga  
Padaí an t-aon duine amháin a thuigeann é  
mothaíonn sé sásta ansin  
Yu Ming sa Ghaeltacht – mothaíonn sé mar chuid den chomhluadar/i gceannas ar rudaí

**an dearcadh a bhíonn ag na carachtair eile ar Yu Ming**

coimhthíos ag an tús  
ní labhraíonn duine ar bith leis san aerfort  
seat uaigneach agus é ar shráideanna Bhaile Átha Cliath – ní labhraítear leis  
an Brú Óige – Béarla  
an bheirt sa bheár – cairdiúil ach gan tuiscint acu ar  
dhaoine as tíortha eile. Labhraíonn siad go  
hard/magadh?  
is léir go nglacann muintir na Gaeltachta leis/comhbhá  
ó thaobh teanga de  
mothaíonn sé agus amharcann sé níos sásta ag deireadh an scannáin

nó

- (b) Cad é an léiriú a thugtar dúinn ar mhuintir na hÉireann sa scannán *Yu Ming Is Ainm Dom?* Pléigh i do fhreagra:

**an dóigh a gcaitheann muintir na hÉireann le Yu Ming nuair a thagann sé chun na tíre ar dtús**

coimhthíos ag an tús  
ní labhraíonn duine ar bith leis san aerfort  
seat uaigneach agus é ar shráideanna Bhaile Átha Cliath – ní labhraítear leis  
an Brú Óige – Béarla  
an bheirt sa bheár – cairdiúil ach gan tuiscint acu ar  
dhaoine as tíortha eile. Labhraíonn siad go  
hard/magadh?  
meas ag Padaí air. Aithníonn seisean an teanga s'aige

**an fháilte a chuirtear roimh Yu Ming sa Ghaeltacht**

mothaíonn sé agus amharcann sé níos sásta ag  
deireadh an scannáin  
eisean atá i gceannas ag an deireadh. Cuireann sé  
fáilte roimh na cuairteoirí  
codarsnacht idir é féin ag dul isteach sa bheár i mBaile  
Átha Cliath agus é féin taobh thiar den bheár sa  
Ghaeltacht  
ceol bríomhar

**do bharúil féin ar an dóigh a léirítear muintir na hÉireann sa scannán**

tugtar léargas dúinn ar mhuintir na hÉireann nach  
bhfuil thar barr  
céad míle fáilte?  
ní hiad na hÉireannaigh is measa – an fear ón Astráil  
codarsnacht idir seanPhadaí agus an bheirt eile.

## 2 Mercier: *Lipservice*

- (a) Cad é an léargas a fhaighimid ar an scrúdú béil sa scannán *Lipservice*?  
Pléigh i do fhreagra:

### an dearcadh a bhíonn ag daoine ar an scrúdaitheoir

faitíos ar na scoláirí sna leithris  
imní ar aghaidheanna na múinteoirí ag fanacht leis an scrúdaitheoir  
“Ar a laghad, ní Ciarraíoch é.”  
“Tá an Tiarna linn”  
gach dara seat, feicimid na múinteoirí ag fanacht go himníoch  
cruthaíonn ceisteanna teannas “An bhfuil sé tagtha fós?”

### an dearcadh a bhíonn ag na scoláirí ar an scrúdú béil

imní “Stressed out”  
greann/magadh  
an leithreas mar shuíomh  
fearg orthu ag imeacht amach an doras  
“Why me?”

### do bharúil féin ar an dóigh a léirítear an scrúdú béil

“Lá an bhreithiúnais”  
léirítear an scrúdú béil mar rud strusmhar  
cruthaítear teannas  
baintear úsáid as seatanna éifeachtacha le teannas a chruthú. Seomra an scrúdaithe – teach ina bhfuil Darren – na Gardaí taobh amuigh den scoil  
an téip sa téipthaifeadán – iontach éifeachtach

nó

- (b) Cad é an léargas a fhaighimid ar an charachtar Darren Murphy sa scannán *Lipservice*?  
Pléigh i do fhreagra:

### na deacrachtaí a bhíonn ag Darren

“ní thuigeann éinne”  
ag glacadh drugaí  
na tuismitheoirí ag scaradh  
brú intinne  
cuma ghifleogach air agus é ag siúl na sráideanna

### an dóigh a bpléann na múinteoirí sa scoil le Darren

tuisceanach  
múinteoir amuigh á lorg  
cuireann siad scairt ar an athair  
déanann siad a ndícheall é a fháil isteach sa scoil  
cuireann siad fios ar na Gardaí  
ceistíonn siad scoláirí eile

**do bharúil féin ar an dóigh a léirítear carachtar Darren**

iontach éifeachtach an dóigh a léirítear saol Darren i  
gcomparáid le saol na scoláirí eile  
cuma bhocht air  
trua ag múinteoirí dó  
Darren mar “laoch” sa deireadh. Gaeilge níos fearr  
aige ná mar atá ag na daoine eile  
meas ag na scoláirí eile air cé go bhfuil a bhealach  
cailte aige. Dóigh iontach éifeachtach le trua a  
mhealladh ón lucht féachána

### 3 O'Reilly: *Clare Sa Spéir*

- (a) Tá saol na bhfear faoi scrúdú sa scannán *Clare Sa Spéir*. Scríobh aiste a léiríonn an tuiscint atá agat ar shaol na bhfear sa scannán.

**Pleigh i do fhreagra:**

**saol Eoin sula dtéann Clare suas an crann**

ag léamh an pháipéir  
ní bhíonn cumarsáid idir é féin agus an chuid eile den  
teaghlach  
ní ghlacann sé freagracht as rud ar bith a bhaineann leis  
na páistí  
“sa phub gach oíche”

**saol Eoin i ndiaidh do Clare imeacht as an teach**

bíonn sé feargach ag an tús  
cluintear é ag scairteadh ar na páistí  
caighdeán an bhia go holc  
strus agus teannas

**do bharúil féin ar an dóigh a léirítear saol na bhfear sa scannán**

léirítear Eoin mar dhuine falsa cé gur duine cineálta é  
léirítear an chodarsnacht idir saol Eoin agus saol Clare  
faigheann sé faoiseamh sa teach tábhairne  
fiú agus Eoin i mbun an tí, faigheann siad sceallóga  
gach oíche don dinnéar. Bearna idir an dóigh a mbíonn  
Clare ag tabhairt aire don teach agus do na páistí agus  
an dóigh a mbíonn Eoin ag tabhairt aire don teach  
glacann sé éacht mar seo le go dtuigfidh sé go bhfuil  
barraíocht le déanamh ag Clare  
dearcadh tuisceanach ag lucht déanta an scannáin ar  
Eoin ag an am céanna

nó

- (b) Tá téama an ghrá ar cheann de na téamaí is tábhachtaí sa scannán *Clare Sa Spéir*.

**An aontaíonn tú leis an ráiteas sin?**

**Pléigh i do fhreagra:**

**an grá idir Eoin agus Clare**

“thit tú i ngrá liom mar go raibh mé craiceáilte” Is léir  
go raibh grá láidir ann ag am amháin  
an fheartainn – ní thig leis í a fhágáil amuigh faoin  
fheartainn gan cuidiú a thabhairt di  
tá Eoin dílis do Clare. Nuair a fheiceann sé an fógra  
sa bheár: “Out of Her Tree! Place your bets here”  
tuigeann sé go gcaithfidh sé taobhú lena bhean chéile

**grá teaghlaigh**

ag an tús, ní léirítear grá do Clare. Bíonn sí ansin le  
freastal ar gach duine  
gnáth-theaghlach atá ann  
ag brath ar na tuismitheoirí gan smaoineamh ar an  
ghrá  
de réir a chéile tagann athrú ar an ghrá teaghlaigh  
tuigeann siad go bhfuil grá eatarthu

**an dóigh a bhforbraítear an téama i rith an scannáin**

ag an tús, ní thuigeann Eoin Clare: “craiceáilte”  
tugann sé “scab lofa” ar an chéad pháiste a théann  
amach le bia chuig Clare  
de réir a chéile léirítear go bhfuil tuiscint ag na páistí  
ar an ghrá atá acu ar Clare  
tuigeann Eoin sa teach tábhairne go bhfuil grá aige ar  
Clare – ní maith leis go bhfuil daoine eile ag magadh  
fúithi  
forbraítear tuiscint Eoin ar shaol Clare  
in ionad bheith ag brath ar Clare, tá tuiscint acu agus  
grá acu uirthi ag an deireadh.

#### 4 Peigí Rose: *Anne*

- (a) **Scríobh aiste ar an dóigh a léirítear máthair Mhíchíl san úrscéal *Anne*, le Peigí Rose. Pléigh i do fhreagra:**

**an dóigh a gcaitheann máthair Mhíchíl le Mícheál agus le Anne**

ní ghlacann sí leis an chaidreamh  
caithfidh siad an caidreamh a cheilt ag an tús  
Caitliceach atá i máthair Mhíchíl agus tá samhnas  
uirthi go bhfuil Mícheál “ag gabháil amach le cailín  
nach bhfuil creideamh ar bith aici”  
doicheallach/feargach

**an dearcadh a bhíonn ag máthair Mhíchíl ar an chairdeas idir Mícheál agus Anne**

níl sí sásta an caidreamh a aithint  
cuireann sí ina n-éadan  
“cailín nach bhfuil creideamh ar bith aici”  
ag an Nollaig, tugann Anne cuairt ar an mháthair.  
brónach – gan réiteach i ndán dóibh

**an tionchar a bhíonn ag an chreideamh ar dhearcadh mháthair Mhíchíl**

faoi smacht iomlán ag an chreideamh  
ní thig leo dul amach nuair a bhíonn siad sa bhaile –  
sochaí ag an am  
tá an mháthair faoi smacht ag an chreideamh ach,  
chomh maith leis sin, tá sí daingean docht ina cuid  
smaointe  
an difear idir an mháthair agus an sagart – Críostaíocht

nó

- (b) **Cad é an tuiscint atá agat ar théama an ghrá san úrscéal *Anne*? Pléigh i do fhreagra:**

**an grá idir Mícheál agus Anne**

neirbhíseach agus faiteach ag an tús  
eascaíonn grá as cairdeas  
grá nádúrtha a léirítear  
cé go mbíonn constaicí ann, treisítear an grá  
meas acu ar a chéile agus ar chreideamh a chéile

**grá teaghlaigh san úrscéal**

na deartháireacha  
na tuismitheoirí – grá?  
ligtear do rudaí eile cur isteach ar an ghrá – rudaí eile  
nach bhfuil chomh tábhachtach

**na rudaí a chuireann isteach ar an ghrá san úrscéal**

creideamh  
sochaí an ama sin (Tír Chonaill/Baile Átha Cliath)  
an eagla a bhíonn ar na carachtair roimh dhearcadh  
dhaoine eile thart orthu

