



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2018**

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**Irish**

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

*assessing*

**Reading and Use of Language**

**[SIR22]**

**FRIDAY 25 MAY, AFTERNOON**

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**MARK  
SCHEME**

## General Marking Instructions

### **Introduction**

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### **Assessment objectives**

Below are the assessment objectives for **GCE Irish**.

Candidates should be able to:

- AO1** Understand and respond, in speech and writing, to spoken language drawn from a variety of sources, including face-to-face interaction.
- AO2** Understand and respond, in speech and writing, to written language drawn from a variety of sources.
- AO3** Manipulate the language accurately and appropriately, in spoken and written forms, using a range of lexis and structure.
- AO4** Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries and communities where the language is spoken and demonstrate critical analysis and evaluation of works created in the language studied.

### **Quality of candidates' responses**

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

### **Flexibility in marking**

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### **Positive marking**

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### **Awarding zero marks**

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

**Marking calculations**

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

**Types of mark schemes**

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

**Levels of response**

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

**Quality of written communication**

Quality of written communication (QWC) is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form in English. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. For conciseness, quality of written communication is distinguished within levels of response as follows:

One strand of QWC will be assessed:

- ensuring that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.

QWC will be assessed qualitatively and holistically and the standard required will be evident in the level banding marking criteria for each question.

Level 5: Quality of written communication is excellent.

Level 4: Quality of written communication is very good.

Level 3: Quality of written communication is good.

Level 2: Quality of written communication is quite good.

Level 1: Quality of written communication is weak.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 5 (Excellent):** Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.

**Level 4 (Very Good):** Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

**Level 3 (Good):** Presentation, spelling, punctuation and grammar are good and meaning is clear.

**Level 2 (Quite Good):** Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 1 (Weak):** Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

## Section B: Reading

- |   |  |     |
|---|--|-----|
| 1 | (a) cúig bliana [1] ó shin [1] / 2013 [2]  | [2] |
|   | (b) scéalta [1] fantaisíochta [1]  | [2] |
|   | (c) Any <b>two</b> from:<br>leabhair<br>scannáin<br>An Bíobla<br>(sraitheanna) teilifís(e)<br>(2 x [1])  | [2] |
|   | (d) Any <b>two</b> from:<br>(athraíonn siad) carachtair<br>(scríobhann siad) réamhscéal<br>(scríobhann siad) iarscéal<br>(cuireann siad) iad féin sna scéalta<br>(2 x [1]) | [2] |
|   | (e) Harry Potter   | [1] |
|   | (f) ar an idirlíon   | [1] |
|   | (g) déagóirí [1]<br>(daoine sna) luathfhichidí [1]   | [2] |
|   | (h) milleann siad [1]<br>litríocht (mhaith) [1]  | [2] |
|   | (i) sileann na bunúdair [1]<br>gur sháraigh (na scríbhneoirí) [1]<br>rialacha cóipchirt [1]  | [3] |
|   | (j) spreagann sé [1] daoine [1]<br>(le bheith ag) léamh/scríobh [1]  | [3] |

AO2

20

## 2 Translation into Target Language

The translation is divided into six sections. Each section is marked out of 10. The total is then divided by 3 to give an overall mark out of 20.

QWC is assessed in this question.

Band	AO2 Performance Descriptors	Marks
5	Overall, a highly accurate, highly competent translation. Sensitive to register and idiom. Very few errors. Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.	[9]–[10]
4	A very accurate and competent translation. There may be minor errors. Good attention to structure and idiom. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.	[7]–[8]
3	A fairly accurate and fairly competent translation of at least half the section. Comprehension of the passage is rather limited. Presentation, spelling, punctuation and grammar are good and meaning is clear.	[5]–[6]
2	Inaccuracies in comprehension mean the information is not fully conveyed (less than half the section). Limited comprehension of the passage. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.	[3]–[4]
1	Very little attempt to complete the task. often difficult to follow. Very limited comprehension of the passage. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.	[1]–[2]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

AO2 Section B	AVAILABLE MARKS
	20
	40

## Trasna na dtionta

Section	Suggested Translation	Irish	Credit	Do Not Credit
1	It is said that some of the biggest and most powerful waves in the world are to be seen off the west coast of Ireland.	Deirtear go bhfuil cuid de na tonnta is mó agus is cumhachtaí ar domhan le feiceáil amach ó chósta thiar na hÉireann.		
2	There are waves that are twice the height of a house. That would frighten a lot of people.	Bíonn tonnta ann atá a dhá oiread níos airde ná teach. Chuirfeadh sin eagla ar chuid mhór daoine.		
3	There is one group of people who are not afraid of the big waves, however. Not only that, but they come here because of the waves!	Tá grúpa amháin daoine nach bhfuil eagla orthu roimh na tonnta móra, áfach. Ní hamháin sin, ach tagann siad anseo mar gheall ar na tonnta!		
4	The sport which they practise in the sea is surfing, standing on a wooden board on top of the wave.	Is í an tonnmarcaíocht an spórt a chleachtann siad ar an fharraige agus iad ina seasamh ar chlár adhmaid ar bharr na toinne.		
5	The Irish seas are famous and thousands of people are drawn here every year to take part in the sport.	Tá clú agus cáil ar fharraigí na hÉireann agus mealltar na mílte duine anseo gach bliain le bheith páirteach sa spórt.		
6	These tourists help greatly with the finances of the country and they get great pleasure out of the Atlantic Ocean!	Cuidíonn na turasóirí seo go mór le cúrsaí airgid na tíre agus baineann siadsan sult an-mhór as an Aigéan Atlantach!		
Suitable alternative responses will be credited.				

## Section C: Use of Language

			AVAILABLE MARKS
1	(a) Tá <b>easpa</b> ama ag na daltaí leis an obair a dhéanamh.	[1]	5
	(b) Is í an Aoine an lá is <b>fearr</b> sa tseachtain.	[1]	
	(c) Tá <b>mórán</b> Gaeilge/Gaeilge mhaith/cuid mhór Gaeilge ag mo mháthair.	[1]	
	(d) Tá <b>míbhuntáiste</b> amháin ag baint leis an chóras nua seo.	[1]	
	(e) Is ceist thar a bheith <b>simplí</b> /furasta seo go cinnte.	[1]	
AO3			
2	(a) Is fadhb <b>mhór</b> í seo gan dabht.	[1]	5
	(b) Ordóidh mé clocha <b>beaga</b> le cur ar an chosán os comhair an tí.	[1]	
	(c) Sílim go bhfuil na daoine <b>cairdiúla</b> siúd ag fanacht thuas san fhorhalla.	[1]	
	(d) Dúradh liom gur scannán <b>greannmhar</b> a bhí ann.	[1]	
	(e) Is peileadóirí <b>maithe</b> iad gan aon agó.	[1]	
AO3			
3	(a) Beidh cruinniú againn i halla an pharóiste ag deireadh <b>na bliana</b> .	[1]	5
	(b) Bhí na páistí ar fad iontach spreagtha ag tús <b>an lae</b> .	[1]	
	(c) Mhúscail mé go tobann i lár <b>na hoíche</b> .	[1]	
	(d) D'fhreastail mé ar chúrsa Gaeltachta i rith <b>an tsamhraidh</b> .	[1]	
	(e) Bíonn siad ag cleachtadh ceoil ag deireadh <b>na seachtaine</b> .	[1]	
AO3			



<b>4 (a) Tiocfaidh</b> an pacáiste sin ó Amazon Dé hAoine seo chugainn má ordáítear inniu é. [1]	<b>AVAILABLE MARKS</b>
<b>(b)</b> Measaim gur <b>rugadh</b> an leanbh sin san otharcharr ar an bhealach go dtí an t-ospidéal. [1]	
<b>(c) Téann</b> an cainteoir sin go mór i bhfeidhm orm gach uair a chluinim í. [1]	
<b>(d)</b> Ní féidir liom an teas a <b>fhulaingt</b> sa chistin. [1]	
<b>(e) D'éirigh</b> linn an cluiche a bhaint Dé Domhnaigh seo caite. [1]	
<b>AO3</b>	<b>5</b>
<b>5 (a)</b> Is fuath léi [1] im (a bheith) [1] ar a (cuid) ceapairí [1]. [3]	
<b>(b)</b> D'fhiafraigh siad/chuir siad ceist [1] díom/orm [1] cad é a tharla [1]. [3]	
<b>(c)</b> Bhí mé ag labhairt/ag caint [1] le duine/le himreoir [1] de na himreoirí [1] [3]	
<b>(d)</b> Creidim go bhfuil [1] seanaithne/eolas maith agam/mé eolach [1] ar Bhaile Átha Cliath [1]. [3]	
<b>(e)</b> Ar éirigh léi [1] sa scrúdú [1] nó ar theip uirthi [1]? [3]	
<b>AO3</b>	<b>15</b>
<b>Section C</b>	<b>35</b>
<b>Total</b>	<b>75</b>