



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2023**

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**Irish**

**Assessment Unit A2 2  
(Section B)**

*assessing*

Reading

**[AIR22]**

**MONDAY 12 JUNE, MORNING**

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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**

- |          |                        |     |
|----------|------------------------|-----|
| <b>1</b> | <b>(a)</b> bhláth      | [1] |
|          | <b>(b)</b> himeachtaí  | [1] |
|          | <b>(c)</b> ghnólachtaí | [1] |
|          | <b>(d)</b> sheas       | [1] |
|          | <b>(e)</b> scaipeadh   | [1] |
|          | <b>(f)</b> chumarsáide | [1] |
|          | <b>(g)</b> d'eascair   | [1] |
|          | <b>(h)</b> náire       | [1] |
|          | <b>(i)</b> rialta      | [1] |
|          | <b>(j)</b> ciontach    | [1] |

**Marks for AO2 [10]**

10

**AVAILABLE  
MARKS**

- 2 (a) ar lorg [1] oibre [1] [2]  
(b) taobh le [1] Coventry [1] [2]  
(c) 73 [1]  
(d) (an-) g(h)níomhach [1] in CLG [1] grá [1] (don) G(h)aeilge [1] [4]  
(e) ráiteas [1] polaitiúil [1] [2]  
(f) parlaimint [1] Westminster [1] [2]  
(g) leatrom [1] ciníoch [1] [2]

**Marks for AO2 [15]**

**AVAILABLE  
MARKS**

15

### 3 Summary

#### Candidates should mention the following key points:

- Coastal house prices have increased greatly. 30% increase in Dún Fionnachaidh, for example.
- Great demand for coastal/rural houses because of working from home.
- People have offices at home. They have no travel costs and don't have to move to cities.
- Other disadvantages, such as broadband problems.
- By the year 2100, sea levels will have risen between 0.5 m and 2 m.

#### Suggested Summary

There has been a large rise in house prices around Ireland's coast – by 30% in 2021 in Dún Fionnachaidh, for example.

Estate agents say there's great demand for rural and coastal houses since 2020 because of working from home.

Many people have offices at home. They have no travel costs and don't have to move to cities – good for environment and local areas.

In addition to rising house prices, broadband problems are a major obstacle to coastal living and working.

Another huge threat is rising sea levels – by 2100 they will have risen by between 0.5 m and 2 m.

#### QWC is assessed in this question.

Band	AO2 Performance Descriptors	Marks
5	The candidate displays a very high level of understanding of the stimulus and the task. The key points have been selected and covered within tolerance of the word limit. Very few errors. Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.	[13]–[15]
4	The candidate has understood the stimulus and the task well. Most of the key points have been conveyed but there may be a tendency to exceed the word limit. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.	[10]–[12]
3	The candidate shows some understanding of the stimulus but there is an uneven response to the demands of the task. At least half of the relevant information is given but coverage of the key points may be unbalanced. Presentation, spelling, punctuation and grammar are good and meaning is clear.	[7]–[9]
2	The candidate has made some attempt to deal with the demands of the task but less than half of the relevant information is given. The response is inconsistent. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.	[4]–[6]
1	The candidate demonstrates limited understanding of the stimulus or the task. Little relevant information is given. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.	[1]–[3]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Marks for AO2 [15]

## 4 Translation

The translation is divided into seven sections. Each section is marked out of five. The marks are then totalled to give a final mark out of 35.

Section	Translation Passage	Suggested Translation	Credit	Do not credit
1	Third level students throughout the country have been missing out on the usual university experience for the past two years.	Le dhá bhliain anuas, tá mic léinn tríú leibhéal fud fad na tíre ag cailleadh amach ar an ghnáth-thaithí ollscoile.		
2	It is a very challenging time for students and it is clear that this has had a huge impact on every aspect of their lives.	Is tréimhse iontach dúshlánach í do mhic léinn agus is léir gur imir seo tionchar mór ar gach uile ghné dá saol.		
3	Although university doors opened again this year, some students are still learning online – without an opportunity for some of them to even set foot on campus.	Cé gur osclaíodh doirse ollscoile arís i mbliana, tá roinnt mac léinn go fóill ag foghlaim ar líne – gan deis ag cuid acu fiú cos a leagan ar champas.		
4	In spite of this, young people still had to pay university fees and high rent even though they weren't living in the accommodation.	Ina ainneoin seo, bhí ar na daoine óga íoc as na táillí ollscoile go fóill agus as cíós ard cé nach raibh cónaí orthu sa lóistín.		
5	It is no surprise that young people are struggling with their mental health.	Ní nach ionadh go bhfuil daoine óga ag streachailt lena meabhairshláinte.		
6	It was difficult to get used to teaching online and that personal contact between the lecturer and third-level student was lost.	Bhí sé deacair dul i dtaithí ar an mhúineadh ar líne agus cailleadh an teagmháil phearsanta sin a bhíonn idir léachtóir agus an mac léinn tríú leibhéal.		
7	Lectures were in full flight in the bedrooms but our young people had no escape to enjoy life!	Bhí léachtaí faoi lán seoil sna seomraí leapa, ach ní raibh bealach éalaithe ag ár ndaoine óga le sult a bhaint as an tsaol!		
Suitable alternative responses will be credited.				

<b>Band</b>	<b>AO3 Performance Descriptors</b>	<b>Marks</b>
5	The presentation of original information in the target language is excellent. Grammar, structures and accuracy are of a very high order.	[5]
4	A very good, faithful rendering, evidence of minor errors. Lexis and structures used confidently.	[4]
3	Good attempt overall and more than half of the information has been accurately conveyed.	[3]
2	Quite limited in terms of language. Inaccuracies may be frequent and serious. Less than half the information has been conveyed.	[2]
1	Very limited attempt to comply with the demands of the task. Gaps are evident and candidate may resort to using English.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

**Marks for AO3 [35]**

**Total marks [75]**