



Rewarding Learning

**ADVANCED
General Certificate of Education
2019**

Irish

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

assessing

Reading

[AIR22]

THURSDAY 30 MAY, AFTERNOON

**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

- 1** (a) stuama [1]
(b) bhfoirm [1]
(c) eagraíocht [1]
(d) bhuíochas [1]
(e) sraith [1]
(f) déagóir [1]
(g) uafásacha [1]
(h) mhíchumas [1]
(i) scriosadh [1]
(j) óil [1]

AO2

10

**AVAILABLE
MARKS**

- 2 (a) a gcuid smaointe a nochtadh (ag leibhéal náisiúnta) [1]
oibriú ar son shaol na ndaoine óga (in Éirinn) [1] [2]
- (b) oideachas [1], áiseanna spraoi [1], bulaíocht [1], dúlagar [1],
daoine óga ag cur lámh ina mbás féin [1], aclaíocht [1],
sábháilteacht ar bhóithre [1] agus sláinte ghnéis [1] (any **three**) [3]
- (c) Teach an Ard-Mhéara [1] Baile Átha Cliath [1] [2]
- (d) Aire Leanáí agus Gnóthaí Óige [1]
- (e) (is) glór (d'ógánaigh acu)/ag leibhéal pobail (iad)
(is) glór [1] ag leibhéal pobail (iad) [1] [2]
- (f) 1 lá [1]
- (g) ceithre huaire [1] i rith na bliana [1] [2]
- (h) plé (a dhéanamh ar na) príomhthorthaí ó na comhaltaí [1] (maidir leis an)
dul chun cinn atá déanta (sna cúrsaí a d'ardaigh siad). [1] [2]

AO2

15

AVAILABLE
MARKS

3 Summary

Candidates should mention the following key points:

- The author’s view of emigration
- Returned emigrants – why their story isn’t told
- Why England is a first step for many emigrants
- Immigration and the reasons
- Extent of loss of skilled workers

Examiners should allocate an overall mark for AO2 based on the performance descriptors grid.

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]

AVAILABLE MARKS
15

AO2

Band	AO3 Performance Descriptors	Marks
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]

	AVAILABLE MARKS
AO3	35
Total	75

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	At a certain age in a young person's life, there is a discussion about part-time jobs.	Ag aois áirithe i saol an duine óig, bíonn plé ann faoi phoist pháirtaimseartha agus, i gcónaí.		
2	People always have different opinions on the subject.	Bíonn barúlacha éagsúla ag daoine ar an ábhar.		
3	Young people are always looking to earn money to gain a little independence.	Bíonn daoine óga i gcónaí ag iarraidh airgead a shaothrú le rud beag neamhspleáchais a bheith acu.		
4	They also say that a part-time job gives them a little taste of the world of work and that it is good experience for the future.	Deir siad fosta go dtugann post páirtaimseartha blaiseadh beag dóibh ar shaol na hoibre agus gur taithí mhaith é don todhchaí.		
5	Parents are also very happy when they no longer have to give money to their children on a regular basis.	Bíonn tuismitheoirí iontach sásta fosta nuair nach mbíonn orthu airgead a thabhairt dá bpáistí ar bhonn rialta.		
6	Teachers, however, complain that students spend too much time at their part-time job and that they don't do enough school work.	Bíonn múinteoirí ag gearán, áfach, go gcaitheann scoláirí barraíocht ama ag a bpost páirtaimseartha agus nach ndéanann siad go leor obair scoile.		
7	It doesn't matter how you look at it, this topic will remain a point of discussion for a long time.	Is cuma cén dóigh a n-amharcann tú air, beidh plé ar an ábhar seo go ceann i bhfad.		
Suitable alternative responses will be credited.				