



ADVANCED
General Certificate of Education

Irish

Assessment Unit A2 3

assessing

Extended Writing

[AIR31]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of this mark scheme is to ensure that CCEA Assessment Resources are marked accurately, consistently and fairly. The mark scheme provides teachers 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 CCEA Assessment Resources, teachers 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.

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, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers 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. Teachers 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.

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.

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, teachers 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, teachers are expected to use their professional judgement.

The following guidance is provided to assist teachers.

- **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.

Assessment Objectives

At A2 level, while knowledge and understanding of the text is expected, there is more emphasis on an ability to analyse and develop a critical argument in response to the question. At this level, a lack of analysis would normally serve as an indicator of a weak or average performance. The main expectation will be on the student's ability to show that, in addition to knowing and fully understanding the text, they are able to formulate a critical response to it.

In this paper the assessment objectives are intended to assess discrete but related aspects of the response. AO3 is usually straightforward in its focus on the level and correctness of the language used. Differentiation between AO2 and AO4 requires more subtlety. AO2 assesses how well the student has understood and responded to the question, with good evidence of analytical skills. The structure of the response is key to showing that understanding and articulating a persuasive response. This assessment objective focuses very clearly on how effectively the candidate has answered the question asked. AO4 assesses how well the student has supported that answer with detailed and accurate reference to the text in a way that relates to the question asked. Inclusion of knowledge of the text that is not directly related or required by the question should not attract marks.

A2 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 and no irrelevant material. There is very good evidence of analysis.	[29]–[35]
4	The candidate shows a very good understanding of the requirements of the question. The question is addressed appropriately and coherently. There is good evidence of analysis.	[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. Very little or 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 text studied, focusing appropriately on key aspects of the question. Detailed knowledge, views, arguments and insights are presented clearly.	[17]–[20]
4	The candidate shows very good knowledge of the text studied, focusing appropriately on certain key aspects of the question.	[13]–[16]
3	The candidate shows good knowledge of the text studied and is able to focus on some aspects of the question.	[9]–[12]
2	The candidate shows quite limited knowledge of the 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 text studied. Little relevant information is given.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Target Assessment Objective AO3

Band	AO3 Performance Descriptors Target Language	Marks
5	Excellent command of language with frequent examples of accurate and complex structures appropriate to this 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]**

Irish Unit A2 3 – Extended Writing: Indicative content

Indicative Content

The indicative content is in no way to be used as a means of grading the essay. These suggestions are presented as possible responses and have been drawn up by a team of examiners. Essays should be graded using the three grids for the three Assessment Objectives. The indicative content is offered as support for teachers and can be used when preparing for future examinations or mock examinations. In other words, a response should not be ‘marked down’ for not having all of these suggested points.

The indicative content is suggestive and not prescriptive nor exhaustive. Alternative content may be acceptable if it is appropriate to the question asked and leads to a well-structured and coherent response and if it is grounded in pertinent textual reference (AO4). Grounding points in the text may be by direct quotation, paraphrase or specific allusion. This should be done clearly and accurately so that the teacher can easily see where the text supports the point being made.

There is no word limit, however, if candidates write an excessive amount, they may lose marks because they may include irrelevant material and make more grammatical errors.

For further information, please refer to the advice and guidance given in The Chief Examiner’s Report.

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

1 Mac Labhraí: *Anam na Teanga*

(a) Scríobh léirmheas ar an ghearrscéal *Na Déithe Bréige* le Fionntán de Brún.

intreoir

an gearrscéal mar “genre”
Fionntán de Brún mar ghearrscéalai

na carachtair

mar a léiríonn na carachtair gur “déithe bréige” iad
an comhrá idir na carachtair agus an méid a léirítear sa chomhrá
ní bhuailimid leis an ghasúr, Piaras Ó Muireagáin, atá i lár an scéil – bíonn sé mar bhagairt
ag na daoine seo sa chúlra. Caithfidh siad a chinniúint a shocrú: “...dála Odysseus a bhí
ar seachrán ar an fharraige mhór agus na déithe ag socrú a mbeadh i ndán dó.”

téamaí

fimíneacht/fimíneacht na heaglaise
cumhacht agus údarás
maith agus olc
mar a bhíonn an saol ag na carachtair sa scéal seo

teachtaireachtaí an ghearrscéil

fimíneacht a léiriú
coimhlint idir na carachtair
cearta daonna
fíor-Chríostaíocht (An tAthair Ó Murchú)
tagairtí do Odysseus/Moulin Rouge/Che Guevara

suíomh

scoil/scoil de chuid na heaglaise
suíomh ama – 1986
teannas ag baint leis an tsuíomh
siombalachas na heaglaise (cathaoir dharach/mias airgid)

conclúid

tuairim an iarrthóra ar an scéal/ar theicnící an údair
tuairim ar an dóigh a léirítear na sagairt
tuiscint ag an léitheoir ar an dóigh a léiríonn an t-údar fimíneacht na sagart
an tuairim a bheadh ag léitheoirí na linne seo ar an scéal

nó

(b) Scríobh anailís ar an charachtar, Mícheál, sa ghearrscéal *An Cumann le Peigí Rose*.

intreoir

an gearrscéal mar “genre”
Peigí Rose mar scríbhneoir/ghearrscéalaí
rud éigin ginearálta faoi Mícheál mar charachtar

Mícheál mar charachtar

an cur síos a fhaigheann an léitheoir ar Mícheál (tréithe)
aibíocht/a dhearcadh ar a mbíonn ar siúl ag na gasúir eile/ní ólann sé/“seal ag éisteacht,
seal ag smaoineamh”/ar an imeall sa chumann?/dílís
na rudaí a dhéanann sé
é féin agus na carachtair eile
coimhlint inmheánach – dílseacht don chumann/dá bhean, Síle.

Mícheál agus an léitheoir

comhbhá ag an léitheoir leis
an dóigh a gcruthaíonn Peigí Rose carachtar a mbíonn comhbhá ag an léitheoir leis
teanga an ghearrscéil – mar a chuidíonn an teanga leis an léitheoir agus é/í ag iarraidh
carachtar Mhíchíl a thuiscint
é féin agus na carachtair eile
coimhlint inmheánach – deireadh lena shaol sa chumann?

conclúid

tuairim an iarrthóra ar an scéal/ar theicnící an údair
tuairim ar an dóigh a léirítear an carachtar Mícheál
breithiúnas an léitheora ar Mícheál mar charachtar
an tuairim a bheadh ag léitheoirí na linne seo ar an scéal

2 Ó Tuairisc: *Lá Fhéile Míchíl*

(a) Scríobh aiste ar an ghreann sa dráma *Lá Fhéile Míchíl*.

intreoir

comhthéacs an dráma
iniúchadh ar cad is greann ann

na carachtair agus an greann

an dóigh a bpléann na carachtair lena chéile
Murtach agus an greann
An Sagart Mór agus an Sagart Óg

greann a bhaineann leis an léiriú stáitse

cogadh ag dul ar aghaidh taobh amuigh den chlochar agus bréagchogadh ar an ardán faoi bhláthanna
geáitsíocht ar an ardán a chruthaíonn greann don lucht féachana
an dóigh a mbaintear úsáid as caint leataoibh le greann a chruthú

an fáth a mbaintear úsáid as greann

an greann mar fhaoiseamh ag an lucht féachana
léiríonn greann go bhfuil saol eile ag dul ar aghaidh cé go bhfuil cogadh/tragóid ann

conclúid

tuairim phearsanta an iarrthóra ar an dóigh a léiríonn Ó Tuairisc greann sa dráma

nó

(b) **Scríobh aiste a léireoidh do bharúil ar an ról a imríonn Pacaí Armstrong sa dráma *Lá Fhéile Míchil*.**

intreoir

cuirtear in aithne é ag fíorthús an dráma- “an figiúr scáthmhar”

an ról a imríonn Pacaí sa dráma

mar a réitíonn sé le carachtair eile
na tréithe pearsanta atá ann féin
coimhlint idir é féin agus carachtair eile
cairdeas idir é féin agus carachtair eile
saol Phacaí sula mbuailimid leis
Pacaí mar shaighdiúir
na coimhlintí a mbíonn ról ag Pacaí iontu
Pacaí agus téama an ghrá
an ról a imríonn Pacaí sa tragóid

teicnící an drámadóra leis an charachtar, Pacaí, a léiriú

fios ag an iarrthóir gur dráma atá ann agus go mbaintear úsáid as teicnící ar leith le
carachtair a chur i láthair an lucht féachana
fios ag an iarrthóir gur rogha a bhí ann ag an drámadóir Pacaí a bheith mar
Phoblachtánach
na rudaí a deir sé agus na rudaí a dhéanann sé os comhair an tslua
na tuairiscí a chluinimid ó charachtair eile
suíomh ama agus suíomh áite
tábhacht leis an dóigh a mbaintear úsáid as an ardán

conclúid

tuairim an iarrthóra ar an charachtar

3 Filíocht

- (a) “Pléann Máirtín Ó Direáin go héifeachtach le cuimhní óna oileán dúchais ina chuid filíochta.”

Déan an tuairim sin a mheas. I do fhreagra, déan tagairt do dhá dhán ar a laghad.

intreoir

cur síos ar an chineál filíochta a bhíonn ag Ó Direáin
cúlra an fhile

an t-oileán/na daoine

stoiteachas
na daoine “Thóg an fear seo teach...” “Ár n-aithreacha...”
tírdhreach – “ag coraíocht leis an gcarraig loim.”
“Go hoileán mara”
áit nach bhfaighfeá “...fuath is uabhar/An chine daonna?”
laochra a chónaíonn ar an oileán
teach/fál/claí/carraig – siombalachas

nósanna

fealsúnacht a bhaineann leis an áit dhúchais
teanga agus timpeallacht fite fuaite tríd a chéile
nósanna na Nollag – Cuireadh Do Mhuire
“Ag siúl cois cladaigh/Maidin is tráthnóna”

an chathair mar chodarsnacht

“Dúinn is éigean/Cónaí a dhéanamh/In árais ó dhaoine/A leagfadh cíos/Ar an mbraon anuas.”
mar a bheadh cuimhne ar dhuine sa chathair “faoi ualach deannaigh”
luachanna agus easpa luachanna
“Ó chrá croí,/Ó bhuaire aigne...” Faoiseamh a Gheobhadsa

teicnící fileata

rím/rithim- mar a chuidíonn siad leis na téamaí
uaim
teanga mhuintir an oileáin
saorvéarsaíocht

conclúid

tuairim phearsanta an iarrthóra ar fhilíocht Uí Dhireáin
tuairim ar an fhocal “éifeachtach” sa cheist

nó

(b) Mhac an tSaoi

(a) Scríobh anailís liteartha ar an dán *Jack* le Máire Mhac an tSaoi.

intreoir

comhthéacs an dáin

ábhar an dáin

grá mar théama

cúimhní cinn

an saol mar a bhíodh

dearcadh rómánsúil?

aiféala ar an fhile/cumha i ndiaidh an tsaoil seo?

Jack mar shiombail de shaol traidisiúnta na hÉireann

an guth/an glór sa dán

guth an fhile

an modh coinníollach in úsáid – grá gan chúiteamh?

ton/mothú an dáin

ton iontach dearfach sa dán

grá milis

pictiúr iontach dearfach d'fhear Gaeltachta

meas ag an fhile ar Jack

rithim/rím sa dán

fios ag an iarrthóir go gcuidíonn rím agus rithim le hábhar an dáin

rithim rialta agus an file ag cur síos ar an fhear seo

teicnící/teanga

béim ar fhocail faoi leith – “Strapaire fionn”

béim ar na gutaí – “ina léine bhán, gruaig nuachíortha”

cruthaítear íomhá iontach tarraingteach

teanga nádúrtha na Gaeltachta

conclúid

tuairim an iarrthóra ar an dán

éifeacht an dáin ar an léitheoir