



ADVANCED
General Certificate of Education
2022

Irish

Assessment Unit A2 3

assessing

Extended Writing

[AIR31]

TUESDAY 21 JUNE, AFTERNOON

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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

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 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

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 *An Beo le Liam Ó Flaithearta*.

intreoir

an gearrscéal mar “genre”
Liam Ó Flaithearta mar ghearrscéalaí

na carachtair

an tseanbhean
an mháthair
an seandúine/an seanfhear agus an leanbh
an t-athair

téamaí

an beo mar theideal
beatha agus bás
mar a bhíonn an saol ag na carachtair sa scéal seo – “ceathrar cailte agus triúr eile imithe”
seanaois agus beatha nua
Samhain agus Bealtaine
cruatan an tsaoil – tá turas fada déanta ag an athair fosta “faoi thromobair”

teachtaireachtaí an ghearrscéil

“Is gairid é an t-aistear is faide ón mbroinn go dtí an fód.”
coimhlint/cairdeas idir na carachtair
codarsnacht éifeachtach idir an leanbh ag teacht ar an tsaol agus an seandúine ag saothrú an bháis

suíomh

teach beag tuaithe le haistear fada an tsaoil a léiriú
suite ag am nach raibh mórán ag na daoine

conclúid

tuairim an iarrthóra ar an scéal/ar theicnící an údair
tuairim ar an dóigh a léirítear scéal na beatha
tuiscint ag an léitheoir ar an dóigh a mbaineann an t-údar úsáid as an seanfhear agus an leanbh le turas na beatha a léiriú

nó

(b) **Scríobh aiste a léireoidh do bharúil ar an mhac sa ghearrscéal *Athair* le Micheál Ó Conghaile.**

intreoir

an gearrscéal mar “genre”
Micheál Ó Conghaile mar scríbhneoir/mar ghearrscéalaí
rud éigin ginearálta faoin mhac mar charachtar

an mac mar charachtar

an cur síos a fhaigheann an léitheoir ar an mhac (tréithe)
na rudaí a dhéanann sé
é féin agus a athair
coimhlint inmheánach
crógacht/dánacht

an dóigh a léirítear an mac

comhbhá ag an léitheoir leis
an dóigh a gcruthaíonn Micheál Ó Conghaile carachtar a mbíonn comhbhá ag an léitheoir leis
teanga an ghearrscéil – mar a chuidíonn an teanga leis an léitheoir agus é nó í ag iarraidh an carachtar a thuiscint
suíomh an ghearrscéil – tábhacht an tsuímh
coimhlint inmheánach – an dóigh a gcuirtear sin inár láthair
an chathair agus an tuath
an tionchar a bhíonn ag an mháthair ar an mhac – í ar shlí na fírinne

conclúid

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

2 Ó Tuairisc: *Lá Fhéile Míchil*

- (a) “Sula n-ardaítear an brat ar an dráma seo, is léir go mbeidh tragóid ann.”
Scríobh aiste ar an tuiscint atá agat ar théama na tragóide sa dráma *Lá Fhéile Míchil*.

intreoir

comhthéacs an dráma
iniúchadh ar cad is tragóid ann
tuigtear ón tús go bhfuil coimhlínt ag dul ar aghaidh

na carachtair agus an tragóid

an dóigh a bpléann na carachtair lena chéile
An Fhrainc/Éire – tragóid ag baint leis na carachtair as an dá thír
tuiscint ar leith ag na carachtair ar an tragóid – an nglacann siad leis an tragóid go rófhurasta?
tragóid i ndán do na carachtair ó thús an dráma
na coimhlíntí éagsúla – sa chúlra agus ar an ardán

suíomh ama agus an tragóid

cogadh ag dul ar aghaidh taobh amuigh den chlochiar
coimhlínt idir an saol taobh istigh de na ballaí agus an saol taobh amuigh
stair na hÉireann – tuigeann an lucht féachana go mbeidh an tragóid mar thoradh ar an dráma

teicnící an drámadóra le tragóid a léiriú

suíomh ama agus suíomh áite an dráma
codarsnacht idir an clochar agus an saol taobh amuigh
sula n-ardaítear an brat, cluineann an lucht féachana “snagarnach na meaisínghunnaí”
ón taobh amuigh
siombalachas a bhaineann leis an chogadh
teanga a chruthaíonn teannas
an iad na carachtair a spreagann tragóid?

conclúid

tuairim phearsanta an iarrthóra
arbh fhéidir an tragóid a sheachaint?

nó

(b) **Scríobh aiste a léireoidh do bharúil ar an ról a imríonn Mère Michèle sa dráma *Lá Fhéile Míchíl*.**

intreoir

cuirtear in aithne dúinn í mar Mháthair Oirmhinneach an chlochair
ní bhuailimid léi go dtí Gníomh a Dó
tagann sí as clann mhór mhíleata de chuid na Fraince

an ról a imríonn Mère Michèle sa dráma

mar a réitíonn sí le carachtair eile
Mère Michèle mar bhean rialta agus mar cheannasaí
na tréithe pearsanta atá inti féin
coimhlint idir í féin agus carachtair eile
cairdeas idir í féin agus carachtair eile
na heachtraí a mbíonn ról ag Mère Michèle iontu
Mère Michèle agus téama an chogaidh
an ról a imríonn Mère Michèle sa tragóid

teicnící an drámadóra leis an charachtar Mère Michèle a léiriú

a fhios ag an iarrthóir gur dráma atá ann agus go mbaintear úsáid as teicnící ar leith le
carachtair a chur i láthair an lucht féachana
a fhios ag an iarrthóir gur rogha a bhí ann ag an drámadóir Mère Michèle a bheith mar
bhean rialta agus mar Fhrancach
na rudaí a deir sí agus na rudaí a dhéanann sí os comhair an tslua
na tuairiscí a chluinimid ó charachtair eile – go háirithe ag tús an dráma – a scáil ag dul
roimpi
suíomh ama agus suíomh áite
tábhacht leis an dóigh a mbaintear úsáid as an ardán le carachtar a léiriú

conclúid

tuairim an iarrthóra ar an charachtar

3 Filíocht

Mhac an tSaoi

- (a) Scríobh aiste ar théama an ghrá i bhfilíocht Máire Mhac an tSaoi. I do fhreagra, déan tagairt do dhá dhán ar a laghad.

intreoir

cur síos ar an chineál filíochta a scríobhann Máire Mhac an tSaoi
cúlra an fhile
téama an ghrá ina cuid filíochta nuair nach mbíodh sé de nós ag mná cúrsaí grá a phlé

an cineál grá

grá paiseanta milis – *Jack*
grá leatromach searbh corrach – *A Fhir dar Fhulaingeas*
“... grá fé rún,”
grá gan rogha “Go snaidhmfí cuing léi ...” – *Gráinne*

mothúcháin sna dánta

uaigneas/cumha
cuimhní dearfacha/diúltacha faoin ghrá
teachtaireachtaí do lucht léite na ndánta sa lá atá inniu ann “Agus éad ban Éireann léi go lá na scríbe.”
fuath “Goin mo chroí ...”

teicnící fileata

rím/rithim – mar a chuidíonn siad leis na téamaí
uaim
teanga an ghrá
tagairtí do stair na hÉireann
saorvéarsaíocht

conclúid

tuairim phearsanta an iarrthóra ar fhilíocht Mhac an tSaoi
tuairim an iarrthóra ar an dóigh a bpléann Máire Mhac an tSaoi le téama an ghrá

nó

Ó Direáin

(b) Scríobh anailís liteartha ar an dán *Cuireadh Do Mhuire* le Máirtín Ó Direáin.

intreoir

comhthéacs an dáin
traidisiúin na Nollag in Éirinn/ar an oileán

ábhar an dáin

an Nollaig agus an Chríostaíocht
cuireadh atá ann teacht leis chuig áit a mbeadh fáilte roimh an leanbh, an tlarthar
an file iontach bródúil as an fháilte a chuirfí roimh an Leanbh Naofa
an saol sa lá atá inniu ann i gcomparáid leis an tsaol ar an oileán

an guth/an glór sa dán

guth an fhile
tréan measa ag an fhile – “Deonaigh ...”
an file ag caint go díreach le Muire “An eol duit, a Mhuire,”

ton/mothú an dáin

ton iontach dearfach sa dán
pictiúr iontach dearfach den oileán “Beidh coinnle geala/l ngach fuinneog lasta”
dán beag simplí a bhfuil teachtaireacht iontach láidir leis

rithim/rím sa dán

a fhios ag an iarrthóir go gcuidíonn rím agus rithim le hábhar an dáin
rithim rialta shéimh

teicnící/teanga

teanga nádúrtha na Gaeltachta
uaim/comhshondas a chuidíonn le ceol na bhfocal

conclúid

tuairim an iarrthóra ar an dán
éifeacht an dáin ar an léitheoir

Máirtín Ó Direáin Selected Poems. Tacar Dánta, Máirtín Ó Direáin, Tomás Mac Síomóin & Douglas Sealy. 1992. (ISBN: 9780904984903) © 2023 Goldsmiths, University of London