



Rewarding Learning

**ADVANCED
General Certificate of Education
2025**

Irish

Assessment Unit A2 3

assessing

Extended Writing

[AIR31]

WEDNESDAY 18 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.

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 aiste ar an léargas a thugtar dúinn ar shaol an duine sa ghearrscéal *An Beo* le Liam Ó Flaithearta.

an dóigh a léirítear saol an duine

codarsnacht éifeachtach idir an leanbh ag teacht ar an tsaol agus an seandúine ag saothrú an bháis

tosaíonn an turas le pian – “... a corp cloíte ...”

bíonn an tseanmháthair iontach garbh leis an leanbh – “Chroch sí suas é agus tharraing sí buille láidir air sa tóin.” – ag iarraidh é a ullmhú don tsaol

bíonn daoine ag dúil le cuid mhór – “... cuma an ghaisce cheana féin air.”

amharcann an t-údar ar thuras na máthar fosta – bhí a fhios aici “nach dtabharfadh sí an beo go brách arís as snáth a coirp.”

tá turas fada déanta ag an athair fosta “faoi thromobair”

léirítear an lúcháir agus an dóchas go han-mhaith – “Tháinig lúcháir uirthi nuair a chuala sí an croí nua ag bualadh.”

ar an lámh eile, léirítear éadóchas agus muid ag amharc ar an tseandúine – “Tá chuile rud níos buaine ná an duine.” “Bhí seafóid air.”

nuair a mheabhraíonn an seandúine ar a shaol, is féidir áthas agus bród a mhothú – “Bhí mé lá chomh maith le haon fhear ...”

pictiúr truacánta á léiriú ag Ó Flaithearta den tseandúine – “Ba shuarach é ó shin...”

pictiúr truacánta den teaghlach ag an am seo – “Bhí ceathrar cailte agus triúr eile imithe amach faoin domhan ag soláthar a mbeatha.”

iontas ar na páistí nuair a fheiceann siad an leanbh nua

tá bealach iontach cliste ag Ó Flaithearta le cur síos ar an tseandúine sa dóigh is nach bhfuil difear idir é agus an leanbh – “B’éigean é a thabhairt óna áit chodlata gach maidin; é a ghlanadh agus a ghléasadh agus a chur ina shuí i gclúid an teallaigh ar stóilín beag.”

“...an naíonán agus an seanfhear a bhí ag coimhlint lena chéile; gan fios acu cén duine den bheirt ba seafóidí nó ba páistiúla.”

conclúid

barúil an iarrthóra ar an dóigh a léirítear saol an duine

tugtar léargas iontach cuimsitheach dúinn ar shaol an duine

nó

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

intreoir

rud éigin ginearálta faoi Mhícheál mar phríomhcharachtar

Mícheál mar phríomhcharachtar

na tréithe a bhaineann leis

aibíocht/a dhearcadh ar a mbíonn ar siúl ag na gasúir eile/ar an imeall sa chumann/dílis

na rudaí a dhéanann sé

é féin agus na carachtair eile

coimhlínt inmheánach – dílseacht don chumann

dílseacht dá bhean, Síle

dearcadh an léitheora

comhbhá ag an léitheoir leis

an dóigh a gcruthaíonn Peigí Rose carachtar a mbíonn comhbhá ag an léitheoir leis

teanga an ghearrscéil

é féin agus na carachtair eile

coimhlínt inmheánach – deireadh lena shaol sa chumann?

sásta go mbeidh sé ag caitheamh níos mó ama le Síle

conclúid

tuairim an iarrthóra ar an scéal

tuairim ar an dóigh a léirítear an carachtar Mícheál

breithiúnas an léitheora ar Mhícheál mar charachtar

an tuairim a bheadh ag léitheoirí na linne seo ar an scéal

2 Ó Tuairisc: *Lá Fhéile Míchíl*

- (a) Scríobh aiste a léireoidh an tuiscint atá agat ar an tionchar a imríonn Cogadh na gCarad ar eachtraí an dráma *Lá Fhéile Míchíl*.

intreoir

comhthéacs an dráma

Cogadh na gCarad/an dóigh a dtéann sin i bhfeidhm ar dhaoine

Cogadh na gCarad agus carachtair an dráma

Nuala agus Maeisí

An Sagart Óg agus An Sagart Mór

Pacaí Armstrong agus an Captaen – an Phoblacht agus an Saorstát

Murtach agus An Mháistreás

an dearcadh a bhíonn ag na carachtair uilig ar an chogadh

Cogadh na gCarad mar théama

cogadh ag dul ar aghaidh taobh amuigh den chlochar

an eaglais agus an cogadh

stair na hÉireann agus stair na Fraince fite fuaite

teicnící an drámadóra le Cogadh na gCarad a léiriú

suíomh ama agus suíomh áite an dráma

sula n-ardaítear an brat, cluineann an lucht éisteachta fuaimeanna a bhaineann leis an chogadh

na tuairiscí a chluineann muid ó dhaoine a thagann isteach sa chlochar

tá balla idir an saol taobh istigh agus an saol taobh amuigh – constaicí eile

íomhánna/dathanna an chogaidh

an dealbh agus claíomh ina lámh aige

conclúid

tuairim phearsanta an iarrthóra ar an tionchar a imríonn Cogadh na gCarad ar eachtraí an dráma

nó

(b) An aontaíonn tú go n-imríonn Mère Michele ról tábhachtach sa dráma *Lá Fhéile Míchíl*?

intreoir

cuirtear in aithne dúinn í mar Mháthair Oirmhinneach an chlochair agus mar charachtar lárnach
ní bhuaileann muid léi go dtí Gníomh a Dó
is de chlann mhór mhíleata de chuid na Fraince í

an ról a imríonn Mère Michele sa dráma

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

teicnící an drámadóra leis an charachtar, Mère Michele, 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 Michele a bheith mar bhean rialta agus mar Fhrancach (an tábhacht a bhaineann leis sin)
na rudaí a deir sí agus na rudaí a dhéanann sí os comhair an tslua – tábhacht?
na tuairiscí a chluineann muid ó charachtair eile – go háirithe ag tús an dráma – a scáil ag dul roimpi – léiríonn seo cé chomh tábhachtach is atá sí
tábhacht leis an dóigh a mbaintear úsáid as an ardán le carachtar Mère Michele a léiriú

conclúid

tuairim an iarrthóra ar a thábhachtaí atá a ról sa dráma

3 Filíocht

Ó Searcaigh

- (a) Scríobh aiste a léireoidh do bharúil ar na téamaí is lárnaí i bhfilíocht Uí Shearcaigh. I do fhreagra, déan tagairt do **dhá** dhán ar a laghad.

intreoir

cur síos iontach gairid ar an chineál filíochta a bhíonn ag Ó Searcaigh

tábhacht na háite dúchais

logainmneacha
tírdhreach – na sléibhte – draíocht na sléibhte
fealsúnacht a bhaineann leis an áit dúchais
teanga agus timpeallacht – an ceangal eatarthu

an Ghaeilge

meath na Gaeilge/staid na Gaeilge
tábhacht na teanga don fhile
brón an fhile faoi staid na Gaeilge

daoine i bhfilíocht Uí Shearcaigh

ainmneacha luaite “sean-Bhríd”
máthair an fhile
nósanna na ndaoine
na seantraidisiúin “oidhreacht luachmhar an teaghlaigh”
bród
pobal “ó ghlúin go glúin”

teicnící fileata

rím/rithim – mar a chuidíonn siad leis na téamaí
uaim
teanga mhuintir na háite
íomhánna óna cheantar dúchais
meafair a bhaineann le teanga/le háit/le saol na tuaithe

conclúid

tuairim phearsanta an iarrthóra ar fhilíocht Uí Shearcaigh
a fhios ag an léitheoir cad iad na téamaí is lárnaí

nó

Mhac an tSaoi

(b) Scríobh anailís liteartha ar an dán *Gráinne* le Máire Mhac an tSaoi.

intreoir

comthéacs an dáin

ábhar an dáin

an bhean óg mar uirlis pholaitíochta ag a hathair
smacht
saol na mban sa phatrarcacht
an áilleacht mar uirlis pholaitíochta

teachtaireachtaí sa dán

soineantacht agus áilleacht an chailín “súgradh caoin”
is léir gur cuma leis an rí faoina iníon
tá cumhacht an rí níos tábhachtaí dó ná a iníon féin
na fir i gceannas ar rudaí
cumhacht agus mí-úsáid cumhachta

rithim/rím sa dán

a fhios ag an iarrthóir go gcuidíonn rím agus rithim le hábhar an dáin
rithim rialta/rithim stadach
rím inmheánach – iontach éifeachtach le pictiúir a tharraingt agus leis an rithim a
choinneáil rialta:
a fhios ag an iarrthóir go gcuidíonn uaim le rithim an dáin

teicnící/teanga

cur síos ar an chineál teanga atá in úsáid ag an fhile
meafair/samhlacha

conclúid

tuairim an iarrthóra ar an dán
éifeacht an dáin ar an iarrthóir