



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2023**

Irish

**Assessment Unit AS 2
(Sections B and C)**

assessing

Reading and Use of Language

[SIR22]

WEDNESDAY 24 MAY, MORNING

**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

- | | | AVAILABLE MARKS |
|---|--|-----------------|
| 1 | (a) sraith úr (<i>Peppa Pig</i>) [1] as Gaeilge [1] | [2] |
| | (b) bíonn suim acu [1] sna heachtraí/ina teaghlach [1] | [2] |
| | (c) (tugann siad) eolas [1] faoi nósanna (na tíre) [1] | [2] |
| | (d) 7 sraith (den chlár curtha amach) [1] (craoltar é) i níos mó ná [1] 180 tír [1] | [3] |
| | (e) iontach [1] sásta [1] | [2] |
| | (f) stiúideo (beag) [1] ar an Spidéal [1] | [2] |
| | (g) ghlac sé páirt [1] i réimse clár [1] de chuid <i>Cúla4</i> [1] | [3] |
| | (h) (léiríonn sé) fuinneamh [1] agus féinmhuinín [1] | [2] |
| | (i) earraí [1] a bhaineann leis an chlár [1]
or
málaí scoile [1] boscaí lóin [1]
or
páirc [1] siamsaíochta [1] | [2] |

Marks for AO2 [20]

20

2 Translation into Target Language

The translation is divided into six sections. Each section is marked out of 10. The total is then divided by 3 to give an overall mark out of 20.

QWC is assessed in this question.

Band	AO2 Performance Descriptors	Marks
5	Overall, a highly accurate, highly competent translation. Sensitive to register and idiom. Very few errors. Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.	[9]–[10]
4	A very accurate and competent translation. There may be minor errors. Good attention to structure and idiom. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.	[7]–[8]
3	A fairly accurate and fairly competent translation of at least half the section. Comprehension of the passage is rather limited. Presentation, spelling, punctuation and grammar are good and meaning is clear.	[5]–[6]
2	Inaccuracies in comprehension mean the information is not fully conveyed (less than half the section). Limited comprehension of the passage. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.	[3]–[4]
1	Very little attempt to complete the task. Often difficult to follow. Very limited comprehension of the passage. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.	[1]–[2]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Marks for AO2 [20]

Total marks for AO2 [40]

Straitéis TG4 2018–2022

Section	Suggested Translation	Irish	Credit	Do Not Credit
1	A new 'five year Strategy' by TG4 was launched in 2018. It was their intention to help create 160 new jobs in the television sector and to add to their viewers.	Seoladh 'Straitéis cúig bliana' nua de chuid TG4 in 2018. Bhí sé de rún acu cuidiú le céad seasca post nua a chruthú in earnáil na teilifíse agus le cur lena lucht féachana.		
2	The following year, TG4 was the sixth most viewed channel in Ireland and their viewing share increased by almost two percent.	An bhliain dár gcionn, bhí TG4 ar an séú cainéal is mó lucht féachana in Éirinn agus tháinig méadú beagnach dhá faoin chéad ar sciar a lucht féachana.		
3	The Government's announcement in the budget in 2020 that extra funding to the value of €45 million would be given to TG4 was therefore greatly welcomed.	Cuireadh fáilte mhór mar sin roimh fhógra an Rialtais sa bhuiséad in 2020 go mbeadh maoiniú breise de luach €45 milliún a thabhairt do TG4.		
4	The investment illustrates that the Government is confident that TG4 will be able to fulfil the aims in the five year strategy.	Léiríonn an infheistíocht go bhfuil an Rialtas muiníneach go mbeidh TG4 in ann na haidhmeanna sa straitéis cúig bliana a chomhlíonadh.		
5	This extra funding will give TG4 an opportunity to add to news provision and to programmes for young people.	Tabharfaidh an maoiniú breise seo deis do TG4 cur le soláthar nuachta agus le cláir do dhaoine óga.		
6	TG4 would also like to build on the comprehensive Irish service that is available on the player in Ireland and throughout the world.	Ba mhian le TG4 chomh maith tógáil ar an tseirbhís chuimsitheach Ghaeilge atá ar fáil ar an tseinnteoir in Éirinn agus ar fud an domhain.		
Suitable alternative responses will be credited.				

Section C: Use of Language

AVAILABLE
MARKS

- 1 (a) Bhí m'athair ag **éisteacht** leis an nuacht inné. [1]
- (b) Dúirt Seán go raibh cara ag **labhairt** leis aréir. [1]
- (c) Bhí cara de mo chuid ag **cuidiú** sa teach agus ag **cur** rudaí in ord. [2]
- (d) Sílim go mbeidh mé ag **dul** isteach le bualadh leis an phríomhoide i ndiaidh am scoile. [1]

Marks for AO3 [5]

- 2 (a) Chaith me **cúig lá** ag obair go deonach anuraidh i gclub na n-óg. [1]
- (b) Tugadh **deich bpunt** dom as bheith ag obair sa ghairdín. [1]
- (c) B'éigean dom **ceithre thábla** púil a ghlanadh agus na liathróidí agus na ciúnna a chur ar shiúl. [1]
- (d) Agus mé ag fágáil na háite gach lá chinntigh mé go raibh na **seacht bhfuinneog** druidte. [1]
- (e) Tá **dhá dhoras** san fhoirgneamh agus bhí mé cinnte iad siúd a chur faoi ghlas chomh maith. [1]

Marks for AO3 [5]

- 3 (a) **Cuirfidh** mé na leabhair uilig ar na seilfeanna go breá luath maidin amárach. [1]
- (b) **Tabharfaidh** an múinteoir tascanna éagsúla do na daltaí. [1]
- (c) **Glacfaidh** muid sos gairid thart faoina a haon déag a chlog. [1]
- (d) **Spreagfaidh** an traenálaí na himreoirí ag an chluiche. [1]
- (e) **Ceannóidh** mé ríomhaire úr ag deireadh na seachtaine. [1]

Marks for AO3 [5]

- 4 (a) Tá an teach atá i gceist agam suite **sa bhaile** mhór. [1]
- (b) Ar an dea-uair, stopann an bus a bheag nó a mhór **ag an gheata**. [1]
- (c) Má fhaighim post sa tsiopa beidh mé sásta a bheith ag labhairt **leis na custaiméirí** uilig. [1]
- (d) Níl mórán eolais agam **faoin scannán** go fóill ach caithfidh mé giota beag taighde a dhéanamh. [1]
- (e) Seolfaidh mé ríomhphost **chuig na bainisteoirí**. [1]

Marks for AO3 [5]

- 5 (a) D'éirigh liom [1] carr/gluaisteán [1] a fháil [1] [3]
- (b) Tosóidh mé [1] ar a naoi a chlog [1] Dé hAoine seo chugainn/an Aoine bheag seo [1]. [3]
- (c) Caithfidh mé **or** beidh orm [1] éide a cheannach [1] roimhe sin [1]. [3]
- (d) Tá mé sásta **or** tá áthas orm [1] ach tá imní orm **or** tá mé buartha [1] ag an am chéanna [1]. [3]
- (e) Tá aithne agam [1] ar thriúr eile [1] atá ag imirt [1]. [3]

Marks for AO3 [15]

Section C [25]

35

Total [75]

75

**AVAILABLE
MARKS**